



**M.C. MIGEL LIBRARY
AMERICAN PRINTING
HOUSE FOR THE BLIND**

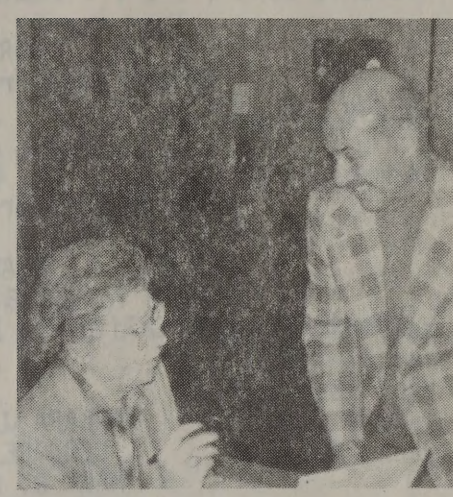
gmk

THE CALIFORNIA TRANSCRIBER

CONFERENCE



XXII



THE CALIFORNIA TRANSCRIBER

SPRING 1982

HONORS

LIBRARY OF CONGRESS CERTIFICATIONS

Literary Braille

EILEEN NICHOLS
Berkeley-West Contra Costa Chapter
American Red Cross

DOROTHY ALEXANDER
Golden Gate Braille Transcribers, Inc.

JOANN MORAN
MARY DUNCAN
Sacramento Braille Transcribers, Inc.

JEANNETTE NORTON
ELIZABETH OEHLERT
Sixth District California P.T.A. Braille Transcription Project
San Jose

BARBARA J. HINDS, Mill Valley
LEONORE M. KNOTT, Fresno
MARY G. KOENIG, Laguna Hills
REVA Y. ROTHENBERG, Pittsburg
JOYCE M. STREFF, Palmdale
NLS Update

(Correction in name of award donor reported in previous edition of TCT)

Los Altos Board of Realtors Public Service Award, in recognition of her work with the visually handicapped, to:

JOYCE VAN TUYL, Sixth District California P.T.A. Braille Transcription Project
Los Altos



THE CALIFORNIA TRANSCRIBER

The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

SPRING 1982

CONTENTS

Volume XXV, No. 1

INSIDE STORY

President's Message	Cathy Rothhaupt	2
-------------------------------	-----------------	---

NEWS OF GROUPS

News of Groups		4
Literary Braille Transcribing Classes		5
Interesting Transcriptions		5

SACRAMENTO FILE

Report from CDHS	Fred Sinclair	7
----------------------------	---------------	---

GENERALLY SPEAKING

Braille Research in England	<u>The New Beacon</u>	11
Residential School Suit Update		13
San Mateo Group to Celebrate 20th Anniversary	Julie Cormier	15

OUR SPECIALISTS SAY

The Literary Braille Code Reconsidered in "A Study of Braille Contractions"	Norma Schecter	17
Proofreading Tactile Illustrations	Jane Corcoran	19
Numerals in Table Entries	Joyce Van Tuyl	19
Opening Track Announcements	Chris Mackey	19
Large Type	Marian Wickham	20

CONFERENCE LOS ANGELES 1982

Planning Conference XXIII		24
It's Fiesta Time	Jane O'Connor	26
Introduction to Guest Speakers		27

Editor: Aikin Connor
Associate Editors: Julie Cormier, Fred Sinclair
Typists: Margie Ancel, Karen Kotowski
Layout: Margie Ancel
Braille Transcription: Doris Pontac
Tape Recording: Volunteers of Vacaville
Editorial Board: Evelyn Falk, Jan Boomsplitter

© 1981 by California Transcribers and Educators and the Visually Handicapped, Inc. All rights reserved. No part of this periodical may be reproduced without the consent of the publishers. Printed in the U.S.A.



INSIDE STORY

PRESIDENT'S MESSAGE

The past two years have gone by in an uneven tempo, to say the least.

The long, painful birth of "ACCESS" was accomplished. Written with the visually handicapped high school student in mind (CTEVH wanted to reach that age), over the years 1980 and 1981 one hundred and eight graduating students were presented copies as our gifts. The responses from them have been most gratifying. Once again a huge Thank You to Barbara Rubin, not only for her brainchild, but for her recent "Synopsis of Contents" which has now been included. We can all participate in the growth of this valuable publication - just send new or updated material to us for inclusion in future printings.

Some months ago (at the direction of the Board of Directors), I wrote a letter supporting the new California State School for the Blind at Fremont. I'm happy to report that in January of this year a Sacramento Court found for the State Department's decision to use the Fremont site, if the ordered earthquake-safety report is favorable. (See "Residential School Update", this issue.)

In November of last year, I appeared at the State Board of Education meeting here in Sacramento, supporting four main points for Title 5 Regulations for Implementation of Senate Bill 1970:

1. specify - "qualified teacher of the visually handicapped"
2. that a teacher-pupil ratio for the visually handicapped not exceed 10 - 1
3. that funding be realistically prorated to provide appropriate materials in special media and special equipment, and
4. that on-site transcribing services be provided.

I'm sorry to report that in spite of all the input from all the people, the Board remained adamant on most of their decisions; but they are at least now aware of us as an organization.

In December of 1981 the Board of Directors voted as a group to sponsor a recording booth at Volunteers of Vacaville. The Volunteers have had several set-backs recently, financial as well as organizational, and our contribution, we hope, will give this dedicated group of men (and their sponsors) a morale boost they need right now.

A brochure is in the planning that will have much needed information about services offered by CTEVH, and which agencies to contact when vision is lost or diminishing, etc. We will distribute this information to doctors' offices, health service agencies, and libraries. We hope in this way to reach people we know are 'out there' and need us, and whom we are anxious to serve.

CTEVH now has well over 1,000 members, with more joining every day as Conference time approaches. This large number is exhilarating to a "long-timer" like me, but it also presents problems to our Conference committees. We are (or soon will be) outgrowing some hotel facilities, but are not quite large enough, or wealthy enough, for convention halls. This, along with spiraling costs, will have to be carefully considered by future planners. Our far-sighted 1982 Conference Co-Chairpersons started in this direction by arranging our meeting on a Friday, Saturday, and Sunday in order to take advantage of lower hotel rates offered on weekends when there is not the competition for space from traveling businessmen.

As you can readily see, we solve something, something new crops up. It's been a challenging, exciting, and rewarding two years. The Board I've been privileged to work with has been wonderful! They work long, hard hours at each meeting, then "come through" during the year, sometimes on very short notice. My heartfelt THANK YOU to each one.

We've come a long way, we have many challenges ahead of us, but I'm sure that by working together we can do anything, and our Conference theme this year is quite apropos - Growing Through Sharing. Share your views with your new President and her Board of Directors. They are there to work for and with you, and much can be accomplished for and with the blind.

Perhaps my most important recent official act has been to fill the vacancy on the Board left by the resignation of Peggy Dodge. I am very pleased to announce that Caroline "Chris" Mackey, our CTEVH Recording Specialist has agreed to fill that position. Chris is a volunteer transcriber from Handford and is responsible for the Kings Transcribers Library of recorded books.

See you in Los Angeles, March 19, 20, 21, 1982!

Cathy Rothhaupt

PROPOSED CHANGE IN BY-LAWS

At the October Board meeting in Los Angeles, the CTEVH Board voted to submit the following change in the by-laws to the general membership for ratification.

Article II

PURPOSE

The purposes for which this organization is formed shall be to establish and delineate common transcribing procedures required to produce educational materials for use by the visually handicapped and to coordinate the activities of volunteer and career transcribers who produce these materials with the educators, *and to promote acceptable educational practices and technology which enhance the total educational program for the visually handicapped.* (Italics indicate amendment.)

REPORT FROM NOMINATING COMMITTEE

Alice Pearson, Chairperson, reports the Committee recommendations for Board members to be elected at Conference, 1982, to be:

Donna Coffee, Transcriber, Visalia Unified School District (Second Term)

Stan Oliver, Career Counselor, Los Angeles Unified School District (Second Term)

Lynne Laney-Milo, Itinerant Teacher, Placer County

Bob Elford, Volunteer Transcriber, Mt. Diablo Unified School District

Lil Gardner, Transcriber, Los Angeles Unified School District

If you wish to nominate a person other than those nominated by the Committee, you must:

1. Be sure your nominee is currently and has been a member of good standing for at least one year prior to nomination.
2. Submit a statement, signed by the nominee, that he/she understands the requirements (see TCT, Fall 1978, pp. 87-89) and is willing to serve.
3. Send the nominee's name, qualifications, and aforementioned signed statement to Alice Pearson, Chairperson of the Nominating Committee, 5291 Ogden Street, San Diego, CA 92105.

NEWS OF GROUPS

NEWS OF GROUPS

KINGS TRANSCRIBERS LIBRARY, headed by Chris Mackey, has been in operation for nearly eight years and presently contains 76 fiction titles and 66 general title books. The list of clients has now risen to over 125. Books are supplied for a 4-week period, free of charge to anyone who is blind or physically disabled. Books have been mailed as far away as England. While the library contains recreational type books only, they will assist anyone in locating a textbook recording. This group no longer offers braille transcribing.

Write to the OAKMONT VISUAL AIDS WORKSHOP in Santa Rosa (6637 Oakmont Drive, Santa Rosa 95405, telephone (707) 539-1611) and ask for the brochure offering detailed instructions and personal help to any group with a sincere desire to start a similar workshop. In response to requests, Oakmont representatives have met with three groups which are now making their aids: Wildwood group of Penn Valley led by Jack and Flo Mackie, the Rossmoor group of Walnut Creek led by Eleanor Williams, and the Lions Blind Center of Diablo Valley, Pittsburg led by Pauline Salerno.

Wildwood and Rossmoor groups act as satellites of the Oakmont Workshop, producing several books which are incorporated with their shipments. All aids produced by the Lions Blind Center are distributed to the visually handicapped children in Contra Costa County schools. The Oakmont volunteers are indeed glad for the additional outreach made possible by these hardworking groups.

The Oakmont Visual Aids Workshop invites you to stop by its display at the CTEVH Conference in Los Angeles this year to see the new books and aids created recently. Your comments and suggestions are valued.

PETALUMA BRAILLE TRANSCRIBERS are proud owners of a Canon Copier for enlarging print. Also, this group has a tape library; anyone wishing a list of available tapes should contact Chairperson Phyllis Deaton, 1459 Magnolia Avenue, Petaluma 94952.

An interesting project undertaken by a member of the SACRAMENTO BRAILLE TRANSCRIBERS is making twin-vision children's books. The original print and picture is on one page and the braille is on the opposite page. She reinforces the print paper at the binding edge with a strip of braille paper, then re-binds the complete book.

SAN GABRIEL VALLEY BRAILLE GUILD transcribers have brailled a law book and other materials for Tom Rash, a blind student who is studying to become a court reporter. It is believed that he is the first blind person to enter this field, and he was written up in a recent issue of the National Shorthand Reporters Magazine.

The San Gabriel group is presently brailleing Introduction To The Social Sciences by John Jay Bonstingle for the Azusa School District.

The SIERRA VOLUNTEERS FOR THE BLIND have begun operating a cassette loan program supported by CDHS' Master Tape Library. The lending library is a new project for them and involves books written for junior and senior high students at a very low reading level. They would appreciate suggestions, comments, or any other help from similar libraries. Information for requesting loans should be directed to Dr. Aikin Connor at CDHS. Suggestions should be sent to: Sierra Volunteers for the Blind, c/o F. B. Phillips CPS III, Sierra Conservation Center, Special Services, P. O. Box 497, Jamestown 95327.

At one of the monthly workshops of the San Jose group of SIXTH DISTRICT, CALIFORNIA P.T.A., BRAILLE TRANSCRIPTION PROJECT, a deaf-blind 16-year old boy and

his teacher demonstrated their communication with each other. The young man gave the transcribers much encouragement to go home and "pound" their brailers!

VOLUNTEERS OF SOLEDAD, PROJECT FOR THE VISUALLY HANDICAPPED, has been recognized for the quality of its work and prompt service. They want everyone to know that this was possible through the thoughtfulness and generosity of the Soledad Lions Club (in particular Lt. Herb Matthews) as they helped the Soledad Volunteers start their project for the visually handicapped.

VOLUNTEERS OF VACAVILLE are happy to announce that all back orders for books on tape have been completed. Orders are being filled as they arrive - something that hasn't been possible in the past five years. Years ago, it was impossible to keep up with the workload as they had only three duplicators, although they were in operation from 14-16 hours each day. At this time they have nine Telex hi-speed duplicators available which has made this group a very efficient operation.

LITERARY BRAILLE TRANSCRIBING CLASSES FALL 1982

Berkeley:

Beginning October 6, 1982, on Wednesday, 10:00 a.m. to 12:00 noon; instructor, Betty Wondra, 2116 Allston Way, Berkeley 94704. For further information, contact Margaret Benedict at the same address, telephone (415) 845-1430 ext. 45.

Carmichael:

Continuous classes Tuesday and Thursday, 9:00 to 11:30 a.m., at Starr King Exceptional School, 4848 Cottage Way, Carmichael 95608; instructor, Elizabeth Schriefer, telephone (916) 482-5532.

Pacific Grove:

Monday, 10:00 a.m., at St. Mary's Episcopal Church By The Sea, Pacific Grove; instructor, Almira Davis. For further information, write to instructor at 66 Sage Road, Carmel Valley 93924, or call (408) 659-4680.

Sacramento:

Beginning September 7, 1982, on Tuesday and Friday, 9:00 a.m. to 12:00 noon, at Visual Service Center, 2750 24th Street, Sacramento 95818; instructor, Jo Ann Noble. For further information, write to instructor at 6650 South Land Park Drive, Sacramento 95831, or call (916) 421-2029.

San Francisco:

Continuous classes, Tuesday, 9:00 a.m. to 3:00 p.m., at Francis Scott Key Child Care Center, San Francisco; instructor, Hilda Isles Peck. For further information, write to instructor at 1390 Market Street, #2624, San Francisco 94102, or call (415) 621-1933.

San Leandro:

Continuous classes; for further information, write to instructor, Dorothy Vallergera, 15361 Norton Street, San Leandro 94579, or call (415) 352-0522.

INTERESTING TRANSCRIPTIONS

Braille Institute of America, Inc.
Press Department
741 N. Vermont Avenue
Los Angeles 90029

COOKING WITHOUT YOUR SALT SHAKER, by American Heart Association, Northeast Ohio Affiliate, c. 1978 (braille, 4 volumes).

AMATEUR RADIO OPERATOR LICENSE
EXAMINATION STUDY GUIDE, by F.C.C.,
c. 1981 (braille, 1 volume).

LET'S GO: FRANCE, by Harvard Student
Agency, Inc., c. 1980 (braille, 17
volumes).

Kings Transcribers Library
202 W. Grangeville Boulevard
Hanford 93230

(The following books are on tape
for loan. When ordering, give name
and address and phone number of
recipient and name(s) of book(s)
desired. Books are loaned for a
4-week period.)

THE PAGEANT OF ENGLAND SERIES, by
Thomas B. Costain:

THE CONQUERORS, c. 1949.

THE MAGNIFICENT CENTURY, c. 1951.

THE THREE EDWARDS, c. 1958.

THE LAST PLANTAGENETS, c. 1962.

Sacramento Braille Transcribers, Inc.
2791 24th Street
Sacramento 95818

U.C. DAVIS ARBORETUM, by Friends of
the Arboretum, U.C. Davis, c. 1981
(braille, on loan). Actual materials
were used in the transcribing of this
guide to the arboretum. To order,
please write to Friends of the
Arboretum, c/o Botany Department,
University of California, Davis
95616.

Sixth District, California P.T.A., Braille
Transcription Project, North Branch
P. O. Box 326
Los Altos 94022

ALGEBRA, FIRST COURSE, by Corcoran et
al, Scott Foresman, c. 1981
(braille). May be purchased; order
from Mrs. Richard Mansfield, Orders
Chairman.

Sixth District, California P.T.A.
Braille Transcription Project
101 N. Bascom Avenue
San Jose, CA 95128

THE OEDIPUS CYCLE, by Dudley Fitts and
Robert Fitzgerald, c. 1977.

PANASONIC MICROWAVE OVEN COOKING
GUIDE, c. 1978.

Both above transcriptions are available
in braille and may be purchased or
exchanged for brailon.

Volunteers of Vacaville

(The following titles are available
on tape for loan: When ordering,
stipulate what type of playback is
used, i.e., cassette, reel-to-reel;
2-track, 4-track; 3-3/4, 1-7/8, 15/16
ips.)

THE COVENANT, by James A. Michener,
c. 1980.

THE CHILDREN'S STORY, by James
Clavell, c. 1981.

(Note: A short tape - only 29 minutes,
but well worth listening to. It was
a simple incident in the life of James
Clavell - a talk with his young
daughter just home from school - that
inspired this chilling tale of what
could happen in twenty-five quietly
devastating minutes. Clavell writes:
"THE CHILDREN'S STORY keeps asking me
questions I cannot answer. Perhaps you
can - then your child will . . ."

SACRAMENTO FILE

REPORT FROM CDHS

CTEVH Conference

Many of us at CDHS are happily contributing efforts toward finalizing the plans for the 23rd Annual Conference of CTEVH. We accept our assignments with pleasure since they redirect efforts from our routine duties and bring us closer to the transcribers who work so untiringly to provide textbooks, and to the educators whom we serve. Karen, Margie, Nancy, and Dorothy have all assisted with the typing of mailing labels, preregistration materials, and correspondence to conference participants. They will also prepare the final program under the guidance of the editor who is also a CDHS staff member.

We have arranged for braille programs to be produced by Braille Institute in interpoint paper braille through the zinc plate press process. Hotel maps are being produced in braille by Jane Corcoran, our Tactile Illustration specialist. Large type programs are being produced courtesy of Jack Scharlin, LRS Microfilm of California in Los Angeles.

As conference co-chairperson, I have been privileged to suggest and contact some of the lead speakers for General Sessions and many of the chairpersons of the 45 scheduled workshops. Our own John Flores, Assistant Superintendent and Director of Special Schools and Services, State Department of Education, plans to join us and welcome the conference participants at the Saturday General Session. Each of the General Session speakers will bring inspiration to us as we conduct our daily work. The myriad of workshops will, as well, help us assess our roles as professionals, give us direction, and strengthen our skills. When my conference registration packet arrived, I had a very difficult time choosing which workshops to attend; and I have heard from others that

they, too, have had a hard time deciding. The total program promises to be one of the best ever!

Assisting at conference will be a number of CDHS staff. Ron Burke is serving as Exhibits Chairman. He predicts that "some of the technical devices being exhibited will blow our minds!" Dave Uslan and I will be leading or presenting in workshops, as well as doing other work "behind the scenes," as will Aikin Connor. Nancy Chu will be assisting Ron, manning the CDHS and APH tables and offering assistance to other exhibitors.

The conference site, the Sheraton Plaza La Reina, is, perhaps, the most luxurious and accommodating hotel CTEVH has engaged for Conference to date. The room rates, though at first glance high, are actually low for the accommodations provided. The rooms are spacious and beautifully appointed. Special parking arrangements are available for a minimal fee for those of you who will be driving. Hotel courtesy cars run every ten minutes through the day and early evening for those of you who will be flying. (Late night arrivals may call the hotel for transportation.)

We look forward to being with you and "Growing Through Sharing" at this exciting conference.

Math Transcriptions

Routine activities have also been booming at CDHS. Three new mathematics textbooks have been adopted for distribution this spring. Since last December 16, when we were first notified of the series, Nancy has been striving to provide these books in braille and large type. The series include Addison-Wesley, Mathematics in Our World, 1981 copyright, grades 1-6; D.C. Heath, Heath Mathematics, 1981 copyright, grades 1-6; and MacMillan, MacMillan Series M Math, 1982 copyright, grades 1-6; and the accompanying workbooks

for each. Fortunately, The American Printing House had planned to undertake production of the texts (only) of the MacMillan series. I have negotiated with the Printing House to produce the accompanying workbooks, using federal quota funds allotted to California, as well as to other cooperating states which will be using this series in their schools. To date, seven other states have offered to contribute to the costs of this special quota order. Nancy has been searching the availability nationally of both the texts and workbooks of the remaining two series and placing orders accordingly.

An even greater challenge for Nancy has been to identify math transcribers to place texts and workbooks not yet available in braille so that students can have their books on time. Our math transcribers are still too few. Oh, that we could recruit more!

American Printing House Federal Quota Program

The registration of visually handicapped students is underway. To date, we have received approximately 6,000 student registration forms in duplicate copies. Nena and Nancy have been diligently evaluating these forms, contacting schools for more complete information in some instances, and processing these forms for the final report to the American Printing House. If school reports are as accurate as they have been in the past, we anticipate identifying more than 4,000 legally blind students in California public and nonpublic schools in grades preschool through 12.

We appreciate the care most school systems have taken in preparing and submitting their reports on time, the thoroughness has facilitated the procedure. These reports generate the federal quota allotment of materials to be distributed to them each succeeding school year. Please continue to help us help you get the materials that your blind students need.

During this time of tight money and budget cuts, I announce with regret a second reduction in the federal appropriation to the Printing House for the coming fiscal year. The following excerpts from a letter of January 22, 1982, by Carson Nolan, President, American Printing House for the Blind, state not only the reduction, but also a future plan to redistribute states' unencumbered quota balances in the years to come.

"Just before Christmas I learned that our FY 1982 federal quota authorization had been reduced by 4% to \$4,469,000. . . ."

Nena and I are consequently adjusting the accounts accordingly which we have established for school systems. We will announce the changes to schools with our routine spring order letter and statement, scheduled for early April.

". . . It is not clear at this time what our future funding may be. Prior to our most recent cut, it was the intent of Congress to fund the quota at a flat level of \$5,000,000 for fiscal years 1982-1985. We now are below that level.

In view of these circumstances it is critical that we utilize our quota funds in the most effective way. We hope you will make every effort to expend your allocation this year. We, in turn, will make every effort to provide materials relevant to your needs on a timely basis.

A continuing problem is under-utilization of our quota appropriation each year. There are many reasons for this; however, regardless of the reasons, many states maintain significant quota balances while others exhaust their allocations and could utilize effectively even more funds.

On October 1, 1982, for the first time, we will begin annual redistribution of unobligated quota balances among institutions eligible for quota funds. We are authorized to make such redistributions by federal rulings made in 1966 and

1973. Most simply stated, the per capita allocation for FY 1983 would equal the FY 1983 appropriation plus the FY 1982 unobligated balance divided by the number of students registered in January 1982."

Some of you school administrators have been approached by me in the past; and, most assuredly, more of you will be this spring in our California effort to redistribute quota allotments among school systems in order to utilize the allotments more effectively and exhaust any unencumbered balances.

Some of you are aware of the flexibility I have built into this program in California. Actually, the total allotment is to the state of California. My system of establishing accounts for schools has been to enable you to select needed materials and utilize the allotment most judiciously. Many of you have recognized that I do not hold orders to the amounts of the allotments established within your accounts. With state funding threatened with deficit levels, however, we must be prudent in the use of the federal quota allotment.

Optacons

Another matter of concern to CDHS is the Optacon program administered by the U.S. Department of Education (USD OE) during the past four years. Many of you who have participated in this program are aware that the USD OE has abandoned support to the program as of October 31, 1981. You have received training, Optacon teaching units, and even Optacons for student use. You or your school system or the parents of your students now have a further commitment.

All service contracts for equipment maintained by the USD OE up to October 31 of last year have expired. Approximately 115 units have been assigned to California. The USD OE is in the process of working through the legality of giving these machines to the State. Josephine Taylor has announced

that technically, though not legally, they are property of the State of California. As the State Department of Education has no funds to pick up the service contracts for the equipment, and as the equipment has been assigned to and is in use by teachers and students of school systems, the local school systems are obligated to renegotiate service contracts with Telesensory Systems, Inc., or make repairs on equipment that becomes defective.

The Optacons are valued at approximately \$4,000 each, and the teaching visual display at about \$1,500 each. Because these are valuable items and viable communication tools for blind students, they must be maintained in top working order. If some schools and/or parents cannot or are not willing to make the commitment to maintain the equipment, CDHS may be forced to recall and redistribute it to the agencies which will. I urge you to contact Telesensory Systems before February 28 to negotiate new service contracts. Telesensory Systems has announced that after this date each machine must be inspected and that there will be an inspection charge levied before such equipment can be covered under service contracts. Records show that Optacons can be more economically maintained under service contracts than on a pay-for-needed-repairs basis. Please contact me if you have questions on this matter.

Sharing Materials And Equipment

With less funding available for the acquisition of new materials and equipment, schools have developed a greater interest in sharing - borrowing and loaning - needed items. The Annual Inventory conducted by CDHS of new acquisitions by schools has enabled us to identify specified materials, aids, and equipment and to facilitate sharing.

A new mode which has helped schools share information about their needs and surplus items is the Computer Bulletin Board, "Clearinghouse," which you read about in the last issue of TCT. Five school systems have now joined this program and are communicating their needs to each other daily or weekly through this

program.

You will recall that this program has been made possible through the CDHS subscriptions to SpecialNet, the computer Bulletin Board system of the National Association of State Directors of Special Education (NASDSE). And through SpecialNet, California is communicating needs and sharing with other states. We are living in an exciting age - the Computer Age - at least as long as we continue to have funds to participate in these programs.

Workshops

In spite of a 30% budget cut in travel imposed for CDHS staff this fiscal year, we are still conducting workshops and providing inservice training to school personnel in materials development, acquisition, and utilization. Although our workshops focus on effective utilization of materials in special media and the use of electronic systems in education, they all include information on resources for materials and procedures for acquiring them.

Dr. David Uslan has become our celebrity through his workshop series, as he demonstrates exciting new technologies and mesmerizes his workshop participants with unique oratorical talents and demonstrations. Dave travels throughout the state via rented private plane, as he is an experienced pilot and must carry with him his mini-computer, computer terminal, TV monitor, telephone, boxes of extension cords, coupling devices, and other pieces of apparatus and materials. This mode of travel makes him even more glamorous to his young aspiring participants! (Do you detect a note of envy?)

Dr. Connor is no less a workshop leader, as he and his workshop co-leader, Dr. Rosemarie Swallow of California State University, Los Angeles, continue to enchant and impart techniques of teaching aural reading skills to their workshop participants.

We all continue to conduct workshops throughout the state in response to requests from teachers and transcribers, although we are now forced to be more prudent and economical in the use of our travel funds. (For the record, CDHS staff are traveling to Conference on PSA 40%-discounted tickets. Reservations for these were made last October.)

I have been assured that, for once, this pre-conference issue of TCT will reach you before Conference - if the U.S. Postal Service cooperates. So, look for me at Conference XXIII - I'll be there!

GENERALLY SPEAKING

BRAILLE RESEARCH IN ENGLAND

[NOTE: The following is a review of the massive English research project discussed in "The Literary Braille Code Reconsidered in 'A Study of Braille Contractions'", this issue, p. 17 reprinted from the monthly publication of the Royal National Institute for the Blind, THE NEW BEACON, March 1980, Vol. LXIV, Number 755. -- Norma L. Schecter.]

EDUCATION RESEARCH

The Research Centre for the Education of the Visually Handicapped has now been well established in Selly Wick House, Birmingham, notes the tenth report of the Centre's Director, Dr. M. J. Tobin. Points of interest in 1979 have included the acquisition of a computer designed to facilitate the storage and dissemination of information; the publication by the Schools Council and the Royal National Institute for the Blind of the report of the 'Look and Think' project which was completed in the autumn of 1977 and which has aroused interest both in this country and abroad; and the inception of a material-development project. This latter has been started by the University of Birmingham's Department of Special Education, to which the Research Centre is attached. The Director of the Centre is closely involved with the project, "which has as its objective the preparation and validation of a part-time correspondence course for teachers of the visually handicapped". The two-year scheme is financed by the Department of Education and Science so that facilities will be available to enable experienced teachers to remain at work while studying for specialist qualifications, at university diploma level, in the education of visually-handicapped pupils.

By the end of next year, says the report, the joint project financed by the Department of Health & Social Security at Birmingham and Warwick Universities on braille reading and the braille code will be finished. Work during the second year of the scheme has centred round three areas of investigation.

First, all the available information about the frequency of occurrence of braille contractions has been compiled and the four major 'counts' have been analysed. The results will be published in a booklet which will describe and assess the validity of the corpus of words used in each count; will indicate the contribution to total space-saving made by the various classes of contractions; and will give the number of rules applying to each class. "This comprehensive body of statistical information", says the report, "will be the first of its kind to be published" and will aid any study of the efficiency of the English code.

The perception of braille contractions is another of the areas of study. In assessing the efficiency of the present contracted code, it is essential to have objective information about reading difficulties which arise directly from the use of contracted forms, notes the report. "For this purpose", it says, "the Lorimer Braille Recognition Test is being administered to a large and representative sample of adults and senior school pupils. Eighty-six readers have already been tested." Further information is being gathered from a study of the errors made by children over the age of 12 years on the Neale Analysis of Reading Ability. Analysis of the data collected will give some indication of the magnitude of the perceptual and cognitive difficulties caused by the contraction of words and enable the identification of those contractions which are most, and those which are least, involved in the

generation of errors.

Finally, the experimental work carried out with modified codes in the first year was summarised in a paper recently published in the *Journal of Visual Impairment and Blindness*. "Three further trials", says the report, "have been conducted in the continued effort to determine in what direction, and to what extent, changes in the present code can be made".

"In the first of these experiments, a suggestion made in the Consultative Committee was taken up, involving modified use of the signs for AND, FOR, OF, THE, WITH. It had been argued that braille space and reading time would be reduced if these signs were written without the normal intervening space and if they were not used as parts of words. It was found, however, that all subjects read the modified code at a significantly slower speed, and it was concluded that this particular space-saving device, though reducing the total space by about three per cent, would not increase reading speed because it removed important "boundary" markers for word and phrase recognition.

"In the second experiment two modified codes were tested against Grade 2. One contained 81 mainly single-cell contractions, the aim being to ease the task of learning while minimising any decrease of space-saving and reading speed. The other code consisted of 128 contractions, 18 of which represented words frequently used which at present are not contracted. The mean speeds on the modified codes were lower than the mean on Grade 2, but only the difference for the 81 signs code was statistically significant. The 128 signs code was therefore considered to be a possible alternative to Grade 2. This code did not affect the number of present governing rules but, though containing 61 fewer signs than the Grade 2 code, it saved about 2 percent more space.

"It was considered that the study of braille contractions had now yielded enough information for an

attempt at a first draft of the code to be submitted for the approval of the National Uniform Type Committee. The aim was to select the smallest number of contractions which would (a) save at least as much space as Grade 2; (b) not lead to reduction of present reading speeds; and (c) effect the maximum reduction of governing rules. In the third experiment, a code of 120 signs satisfying the first two of the above criteria was tried out on a group of 22 adults. Mean speed fell from 92 w.p.m. on Grade 2 to 86 w.p.m. on the modified code. This difference was statistically significant and, as suggested by readers' comments afterwards, was probably attributable to the inclusion of two novel space-saving devices. A second draft of the code has been prepared and is now undergoing a more extended trial with three groups of readers."

* * *

The longitudinal investigation of cognitive development and educational achievement in blind and partially-sighted children has entered its seventh year. Of the 120 children, notes the report, who were first tested in 1973/4 there now remain 107 still known to the researchers. Many are now in the process of moving into the senior departments of their schools or going on to secondary schools for the visually handicapped; but a large group will be staying in their primary schools until next summer, when further tests will be made.

"The second administration of Neale Analysis of Reading Ability test took up most of the spring and summer terms this year. On all three sub-scales --reading accuracy, reading speed, and reading comprehension-- the mean scores of the visually-handicapped children were below the norms for the sighted subjects on whom the test was originally standardised. As compared with the first administration of the test two years earlier, the gap between the visually handicapped and the sighted had grown even larger, although, of course, there were some children who were performing on a par with their sighted peers. This evidence from the longitudinal study, backed up by

data obtained from a parallel investigation with other partially-sighted children, underlines the substantive, educationally-handicapping consequences of severe visual impairment.

A paper describing the purposes of the study and giving details of the subjects and sampling procedures was published in the first issue of *Insight*, the journal of the newly-founded Association for the Education and Welfare of the Visually Handicapped, adds the report.

The play-group for visually-handicapped children has been started and fourteen children have attended in the year under review, continues the report. The age-range of the present group is 13 months to three years and some of them have very severe additional handicaps, so that work has to be of a highly specific and individual nature. "For some the emphasis is upon basic physiotherapy and tactile stimulation; for others, development of receptive and expressive language skills is the main objective; and for yet others, attention is focused upon encouragement of the use of their residual vision."

The toy library is associated with this play-group; it is used extensively by the parents of children attending the group and by peripatetic teachers and advisers in all parts of the country.

The Research Centre has been greatly used as a source of information and has been visited by many people both from this country and abroad. It has also been the meeting place for groups concerned with training courses for child-care staff and peripatetic advisers, for various examination and editorial boards, for the two regional associations for the blind and for other groups involved with the visually handicapped. Staff of the Centre have carried out educational assessments of blind children and adults referred by social workers, teachers and medical practitioners, and have given assistance to schools asking for advice on teaching

and for objective data needed for reports to boards of governors and committees of enquiry. The report points out that "this 'servicing' of other professionals and organisations falls squarely within the original terms of reference drawn up by the funding authorities; it now forms a substantial element of the Centre's work and is a natural and highly practical outcome of the experience derived from the research programmes".

RESIDENTIAL SCHOOL SUIT UPDATE

In 1980 the opening of the new campus of the California School for the Blind in Fremont was blocked by a suit filed by parents of some blind students of the school. These parents, with the support of a few staff members and other interested persons in the Berkeley area (former site of the school), charged that the new facility in Fremont was not appropriate for the education of blind children because of what they alleged were deficiencies in the campus environment which would, so it was claimed, pose problems for orientation and mobility training.

Among the claims, also, was the allegation that the buildings represent a seismic hazard to the children and staff, even though the old campus in Berkeley was in clear violation of the Field Act.

Many weeks after the 1980 school term was scheduled to begin, Judge Schwartz agreed to let the new facility open, even though the suit was not yet heard. After students had spent some time in residence, a number of plaintiffs (parents) petitioned the court to withdraw from the suit, having satisfied themselves that their concerns were unjustified. Nevertheless, the suit progressed, slowly, with witnesses called from across the nation to testify as to the suitability of the new campus.

Through the whole legal turmoil, many CTEVH members, including an all but unanimous Board, supported the State Department of Education's position. Visits to the new campus were made, letters were written, and parents were contacted to support the new facility's operation. For Jeanne Vlachos, Superintendent of the School and long-time CTEVH member, it has been a long and unceasing effort to continue to offer children the quality of education which all parties desire for them.

Although the final decision has not yet been handed down, Judge Schwartz has taken an unusual step in informing all parties to the suit of his decision to this point and his intention of reopening the case for further evidence.

First, he concluded that the plaintiffs, who sought to shut down the school, had not presented compelling evidence of their claims with regard to

the orientation and mobility problems they alleged. That aspect of the case he considers to be at an end.

Second, he has decided to reopen the case to hear further evidence regarding the allegation of seismic hazard. He intends to seek his own neutral seismic expert to provide evidence relevant to the safety of the campus facilities in a serious earthquake. Because it is not known whether additional tests will be necessary and, consequently, how long the gathering of additional evidence will require, the date of the final decision cannot be predicted.

Meanwhile, however, classes and activities will continue, now, perhaps with a little less uncertainty that the California School for the Blind may once again assert leadership in the changing but vital role of the residential school in an increasingly mainstreamed climate.

MEMBER IS NEW AUTHOR

Coronado Press, of Lawrence, Kansas, publishers of scholarly books, recently announced the publication of *THE DICTIONARIUS OF JOHN DE GARLANDE, and the Author's Commentary Translated into English and annotated by Barbara Blatt Rubin*. Barbara, as many of us know, is a longtime active CTEVH member and former Board member from Fresno, as well as an avid and accomplished Latin scholar.

The publisher's notice says, "This is the kind of book that seduces the civilized reader from beginning to end. We do not have space to do the book justice, but we must at least say that the reader can have a modest love affair with the *Dictionary of John Garland*." And, it may be added, with Barbara of Fresno.

SAN MATEO GROUP TO CELEBRATE
20TH ANNIVERSARY

On March 3, 1982, VOLUNTEER TRANSCRIBING SERVICES will mark its 20th year of service in providing large print books for the use of low vision students. Members and friends in the community will view two movies from the American Foundation for the Blind: Not Without Sight, an award winning film, which depicts the vision of those with impairments as they see the world; and Out of Left Field, showing blind and visually impaired children playing ball, singing, and dancing with their sighted peers.

Large type copies of two new books will be given free to students in homemaking classes or Daily Living Skills Programs who request one or the other prior to March 3, 1983. Titles are Mary Ellen's BEST OF KITCHEN HINTS, copyright 1980 (also available on Talking Book Records from the National Library Service) and Mary Ellen's BEST OF HELPFUL HINTS, BOOK II, copyright 1981.

Finale to the celebration will be a presentation to Coordinator Betty Brudno of a large type copy of her biography as it appears in WHO'S WHO IN CALIFORNIA, 1981-1982, 13th Edition.

CTEVH congratulates Volunteer Transcribing Services of San Mateo for their impressive progress made in the past twenty years. This group started out in the kitchen at 617 Oregon Avenue; they used cameras at the Mark Larwood Company in Redwood City, also at Aragon High School, San Mateo, in the library. Their first office was a store at 511 East Fourth Avenue where they a camera on loan. The next move was to 205 East Third Avenue where they could have four rooms; subsequently, they added more rooms as offices became available and as the number of volunteers, staff, cameras, books, and volumes increased. Presently, the group occupies 21 rooms on one floor of the Medical Arts Building. Before the influx of summer workers join them this year, they anticipate adding three more rooms! All this space is necessary as they house books and films for 7,000 titles and ship out approximately 1,250,000 pages of



back row (left to right): Maria Vega, Dorothy Bartel,
Alanah Hoffman, Mary Carothers
middle row (left to right): Lee Langland, Mayko Watanabe,
Sneha Dholakia, Alida Hurtado
front row (left to right): Keri Evans, Betty Brudno,
Mon Lam



left to right:

Kathy Bartel, Dorothy Bartel, Lee Langland,
Alan Hoffman, Alida Hurtado, Mary Carothers

transcription per year, averaging just under
21,000 volumes of large type.

Daily attendance of volunteers
varies with the season from 13 to 33
people. The following volunteers are
commended for their industriousness which
has accounted for the successful activities
of the San Mateo group:

Mayko Watanabe - 11 years (binding,
trimming)

Alanah Hoffman - 10 years
(administration, binding, trimming,
office)

Mary Carothers - 9 years (office,
filming)

Cynthia Mock - 6 years (preparing - art
work, typing)

Dorothy Bartel - 5 years (binding,
trimming)

Katherine Bartel - 4 years (hot stamping,
trimming)

Ann Padovan - 3 years (shipping, hot
stamping, binding, trimming)

Maria Vega - 3 years (preparing - art
work, typing; office)

Kerrie Evans - 1 year (preparing - art
work, typing)

Alida Hurtado - 1 year (office,
preparing - art work, typing)

Lee Langland - 1 year (office)

Aruna Singh - 1 year (binding, trimming)

Edith Smith - 1 year (binding, filming)

Michelle Woo - 1 year (preparing - art
work, typing)

Sneha Dholakia - 1/2 year (binding)

James Johnson - 1/2 year (binding,
shipping)

Mon Lam - 1/2 year (office)

AND, OF COURSE, Betty Brudno,
Coordinator of the group since its
inception; whose imagination and
guiding hand also helped create the
Volunteers of Vacaville, and who was
an important member of the original
steering committee which evolved
into a group to be known as CTEVH, of
which she became the first president.



back row (left to right):

Dorothy Bartel, Mary Carothers,
Lee Langland

front row (left to right):

Mayko Watanabe, Sneha Dholakia,
Alanah Hoffman, Betty Brudno

OUR SPECIALISTS SAY

THE LITERARY BRAILLE CODE RECONSIDERED IN
"A STUDY OF BRAILLE CONTRACTIONS"
jointly undertaken by the
Universities of Birmingham and Warwick,
1977-1980

When we first study braille transcribing, it is common to assume that what we are studying has always been thus, that it emerged full-blown from the brilliant brain of Louis Braille himself and came down to us through the generations with the full weight of immutable tradition behind it. Not so!

Braille is a living, growing, changing system, adapted to the needs of each language and to the changing needs of changing times.

There was a time in the not-too-distant past when each state school system had its own methods of teaching the blind in its residential schools; including the reading medium that was used. There was "Boston Type", a system of raised print letters slightly modified to make them easier to distinguish. This still appears, in a sentimental gesture to the past, as a title page on every book produced by the Howe Press.

And there was "New York Point", a system of dot-writing that was only two dots high and three dots across. (This New York Point alphabet was presented in my column in the Fall, 1980 issue of THE CALIFORNIA TRANSCRIBER, p. 86.)

There was no uniformity of rules within braille, itself. The attempt to provide a uniform code of touch-reading for the blind aroused such strong feelings of partisanship among the various factions that it is still referred to in the literature as "The War of the Dots".

In modern times the British had their "Uniform Type Committee", and we had the "Braille Authority", jointly sponsored by AAWB and AAIB, and eventually also by NBA. Today there is the Braille Authority of the United Kingdom, and we are governed in braille usages by the Braille Authority of North America, covering the United States and Canada, and sponsored by many organizations both of and for the blind.

And once again we are at a point in braille history where the basic Code is being re-examined, with an eye toward eventual re-unification of American and British braille, so that all English braille, worldwide, will be the same.

One of the most fascinating studies made in this re-examination effort is the one recently completed by the Universities of Birmingham and Warwick, in England. The results are in five bound volumes, covering Aims, Methods, and Summary; Statistical Data; Codes and Materials Used in Field Experiments; Experimental Methods in Improving Braille Reading Efficiency; The Braille Code and the Teaching of Braille Reading and Writing: An Annotated Bibliography, 1980 Revised Edition. (Their bibliography is not limited to England - we find such familiar American names as Dorf, Krebs, Barraga, Lowenfeld, Foulke, Hatlen, Scharry, Misbach, etc.)

Have you ever wondered, as I have, how much the various contractions actually contribute to the overall space-saving of Grade Two Braille? Have you ever entertained the notion (just to yourself, of course) that perhaps we have to learn a lot of contractions that don't contribute very much to space-saving? Have you thought learning to read braille, both for blind children and for newly-blind adults, might be a lot easier if some of the less useful contractions had never been invented?

Their "Statistical Data" yield some fascinating facts. Table 13, "The frequency of contractions in order of space saving over uncontracted braille", gives the "Cumulative percentage of space saved." Rather than reproduce the entire chart, I offer the following summary of those contractions that save space in approximately 10% steps, with the contractions mentioned in sequential order of space-saving:

the - 10.54%
 and - 15.62 (this means "the" and "and" together save 15.62%)
 ing - 20.31 (this means "the", "and", and "ing" together save 20.31%)
 er to in - 31.38
 ed en of - 39.45
 st ar for that ation - 49.98
 with ea you ch th was ou - 59.91
 sh con tion this ment from ow com which have ble - 69.95
 there wh by it not his be but will would should were as their sion dis people gh - 79.76

(We note at this point that about 1/3 of the contractions provide almost 80% of the total space-saving.)

ance one part about some ally into could time said more ence work your ever like under blind ound shall through can children had out very little where before right these - 89.96

(So fewer than half of all the contractions account for almost 90% of the total space saving.)

question ity ought between braille first because know after ount still ness just such those again so ff him must letter good day cc ong every do - 94.99

(Fewer than 2/3 of the contractions provide almost 95% of the total space-saving.)

necessary against mother rather together always receive friend here also dd perhaps himself much many world quite character young ful great less knowledge child either father word behind name immediate already cannot gg enough themselves although its afternoon upon go according across - 99.02

The remaining 39 contractions, in their sequential order, which combined provide less than 1% of the total space-saving, are:

myself us almost herself yourself quick itself above lord tomorrow paid below beside bb spirit whose beyond today neither o'clock beneath tonight afterward receiving altogether declare ourselves deceive rejoice conceive oneself perceive yourselves declaring deceiving rejoicing perceiving thyself conceiving

Intriguing, huh?

If you have any comments or suggestions about the prospect of reuniting all the English-speaking countries in a single braille code, now is your chance, as we understand that Richard Evensen will be coming to the CTEVH Conference from NLS/BPH, Library of Congress. Mr. Evensen will be serving as Coordinator of the "English Braille Grade 2 Conference" to be held in Washington next September.

Norma L. Schechter
 CTEVH Literary Braille Specialist

[NOTE: See p. 26 for corrections in literary braille workshops #16, #24.]

PROOFREADING TACTILE ILLUSTRATIONS

Transcribers of illustrations are prone to think wishfully that their blind readers are much more skilled at "feeling" embossed material than they (the transcribers) are. When the transcriber closes his/her eyes and attempts to decipher a drawing tactually and fails, he/she often dismisses the failure, thinking, "Well, the reader is experienced at this and will be able to read it." Blind readers vary greatly in sensitivity to and experience with embossed drawings, but your readers may include someone who has even lower sensitivity than most transcribers. It follows, then, that if you cannot decipher your embossed product tactually (you, who have the advantage of knowing what to "look" for), it is quite likely that there will be readers who cannot.

Tactile contrast is the byword. And this tactile contrast must apply to the plastic copy. I have seen a calculus book where every important line was non-perceptible. Visually, it was easy to see what had happened. The transcriber had used Chartpak tape for all the important lines. Visually, on the master, it would have looked wonderful. On the plastic copy, the Chartpak line was not only not the most prominent, it was barely discernible at all.

The transcriber must have the patience to proofread the final plastic copy. Only then will he/she develop the knowledge of what is necessary to produce good, readable tactile illustration.

Jane Corcoran
Tactile Illustration
Specialist

NUMERALS IN TABLE ENTRIES

Section 17 of the Code (page 18) instructs us that in tables whose entries (underlining mine) consist entirely of numerals, the numeric indicator must be omitted.

It is specifically stated that the minus symbol is not numeric, so that, if the minus sign appears in an entry, the numeric indicator must be used, where appropriate, throughout the table.

Note that this rule does NOT apply to the headings of a table. In the headings, the numeric indicator must be used where appropriate, whether or not it is used in the entries.

EXAMPLE 1.

x	2	4	6
y	-5	-2	1

In this table, the minus sign appears, so the numeric indicator will be required with each entry.

EXAMPLE 2.

x	2	3	7	8	14	15
f(x)	10	11	11	10	10	11

In this table, the entries are all numerals; there are no minus signs, so the numeric indicator would not be used anywhere.

Remember, the general omission symbol is not numeric, so that if a table contains an omission symbol, the numeric indicator must be used where appropriate in the table.

Joyce Van Tuyl
Braille Mathematics
Specialist

OPENING TRACK ANNOUNCEMENTS

With the myriad cassettes a student may be using these days in his or her studies, it is vital that the beginning of each track of recording be properly identified. Quite often a student may be using two or three books with somewhat the same titles; this is particularly true of a college student. The more information at the beginning of each track, the greater help it will be to the student.

Let's start off with the very minimum.

- a. Track number
- b. Covering what pages
- c. Title of book
- d. Author(s)
- e. (for internal tracks) Starting in what unit, chapter, section (or whatever other divisions the book may be divided into.)

You shouldn't have any trouble or questions about c., d., or e. above, but there may be a bit of grumbling about a. and b. How are you supposed to know what pages are covered when you start recording that track, I hear you mumble. Fixing you with a stern eye, I say, "You don't." What you do is leave space at the beginning of each track to add this information later. Don't throw your hands up in despair. It's easy. Try it; you'll like it.

At the point where you are going to begin recording - ALWAYS at the same number on your counter from the very beginning of the tape - place the recorder in PLAY and say, "Track (proper number), from page so-and-so to page so-and-so." Stop the machine, put it in RECORD and pick up with c., d., and e. above. When you have completed that track, be sure you note the page number at which you stopped, as well as the one where you started. Now, go back to the beginning of that track. Run the tape to the starting counter number, and with the recorder in PLAY, make the opening track and page number announcement with the proper numbers inserted. You should have just completed the announcement when you hear the rest of the opening announcement about book title, author, and all that. If you tend to overlap the book title, go back and try again a little faster. Next track leave a little more time for the insertion.

When you are sure that you can get in the numbers without overlapping the book title, go back to the opening counter number, put the recorder in RECORD, and insert the track and page number just the way you practiced it. BE SURE THAT YOU STOP THE MACHINE IMMEDIATELY AFTER THIS

ANNOUNCEMENT or you will erase the book title.

After a few timid tries, you will find that it is not really difficult.

Now, if you want to get really fancy and give the poor, struggling student the whole information by including not only the page numbers but the chapters TOO, use the above method; but after the page so-and-so bit, add, "completing chapter (number) and beginning chapter (number)." Of course, after completing the recording of that track you will insert the proper numbers in their proper places.

So, your opening announcement will go something like this: "Track fourteen, from page three hundred and fifty-one to page three hundred and sixty-five. Completing Chapter 7 and beginning Chapter 8. Fishing Rites Among the Primitive Tribes of Upper Sandusky, 3rd Edition, by Salmon and Trout. Continuing in Section 3 of Chapter 7." Now, that doesn't seem hard, does it? Any questions?

Chris Mackey
Recording Specialist

LARGE TYPE

Fred Sinclair suggested that I put into print the information covered in the illustrations portion of the National Braille Association Large Type workshop in Seattle in October. It is going to be very difficult as I can't wave my hands and do show-and-tell with the materials - but here goes!

We concentrated on enlarged illustrations for texts, class hand-outs, maps, graphs - and the tools and materials used to produce good, quick, and simple drawings. Of the greatest importance in doing enlarged drawings for the partially-sighted is the elimination of anything in a drawing that is not absolutely necessary for the reader's understanding of the enlarged version.

Copy only the bare essentials in sharp black and white. The resulting clarity will aid the reader in studying the drawing as quickly and easily as possible. This is extremely important to the student in a busy classroom.

If the transcriber does not have access to an enlarger/copier, there are several other ways to make enlarged drawings easily. The easiest is by using a Pantograph¹ and simply tracing over the original with one stylus to produce an enlarged, simplified copy with the leaded stylus on a large sheet of paper. Most text illustrations are cluttered with unnecessary details - omit them.

Another way to obtain a good drawing is to trace (at the window) or a light table² any good-sized drawing using black felt- or nylon-tipped pen - omitting all but the bare essentials. Or outline around the main subjects on a photocopy of a text drawing, then recopy with a lighter setting to eliminate the "clutter" and leave the dark outlining showing clearly.

Copy screens³ are a great aid in removing extraneous detail (sounds nicer than "clutter" or "garbage") when copying dark illustrations. This film with tiny white dots can be used also on the copy of the gray picture after the copy has had the main subjects outlined. Often this will fade out most of the background detail and leave a usable illustration.

Another way to enlarge drawings is by using transparent grids⁴ (1/8" or 1/4" squares) over the original and free-handing on a sheet of thin paper placed over a larger (1" or more) grid. Simply copy square by square. Or - draw the enlarged copy on pale blue grid paper and photocopy. Most copiers will not pick up the light blue. And while on the subject of pale blue and copiers, a timesaver when working from workbooks or handouts: Make your "editing" notes concerning omissions, format, changes of wording in sky-blue pencil⁵ so that it won't show if the page is to be copied another time "as is".

Good illustrations can be obtained by photocopying overhead projector films.⁶ Most schools/districts/counties have a large library of overhead films which can produce good 8 1/2" x 11" drawings and maps. These copies are essential for partially sighted students in classes where teachers use the overheads extensively.

There are many adhesive-backed tapes⁷ in various widths, colors, designs which can be used in making graphs and charts. I use APH graph paper and snip tape the proper lengths to mount on the graph - much faster and neater than trying to color bar graphs. And the designed types photocopy beautifully. Be sure to include a key preceding a graph explaining the substitution of a design for a color in the original.

There are also sticky-backed films⁸ in large sheets which can be used to produce black and white maps or graphs - they copy beautifully and are durable enough for careful student use. For example, these can be used to show rainfall, products, or temperature on maps which are shown in many colors in a text. Substitute various film designs in black and white so that the map can be copied and the master retained. If masters are not kept, you will find yourself making the same standard maps year after year. For maps with too many subjects on them, it is better to make a good base map or use one of the APH regions maps and then put rainfall, products, topography, cities, state names, etc., on plastic overlays to be used over the base map. Several kinds of copiers can be used to produce overlay maps on plastic - including the Minolta/Pitney-Bowes. If necessary, make several paper maps on the same scale or use the same base map to show the various details of a very complicated map. Remember that a key showing any substitutions from the original map precedes the map enlargement.

Hi-Marks⁹ is a fluorescent, bright orange "goop" in a tube which is a great aid in making mobility maps. This paste-consistency fluid can be squeezed quickly onto a greatly enlarged map and left to dry for a few hours. It stands up in a good solid or dotted line and can be used by

both eye and finger readers. It is much faster than string and glue to produce (for finger readers) and much easier to see on the street for the eye reader.

Plastic shapes and templates¹⁰ in many sizes and designs are available from school supply houses or publishers of math texts. It is much simpler to use these than to try to duplicate free-hand. Also, most VH programs have the Mitchell wire forms kit from APH (the big red box) containing good-sized wire shapes which can be used for tracing.

Biology and anatomy test sheets¹¹ with large drawings on 8 1/2" x 8 1/2" x 11" sheets are great for copying. The list of body or plant parts on the sheets is in 12- or 14-point type. Also, dissection charts (frogs, sharks, etc.) are available from firms making science equipment for schools. There is no point in a transcriber's trying to copy a fuzzy ditto when these good large black and white ready-for-enlarging or for student use "as is" charts are available at little cost.

Oakmont Visually Handicapped Workshop¹² has a group of volunteers who do beautiful textbook illustrations - simplifying and eliminating unnecessary detail - in sharp black and white drawings which duplicate beautifully.

Industrial Home for the Blind¹³ has volumes of science drawings available for a modest cost.

BRAILLE. This has nothing to do with large type, but I must share with everyone a source of a great book for teachers who are working in Nemeth with their students. LEARNING THE NEMETH BRAILLE CODE - A Manual for Teachers, by Ruth Craig.¹⁴ It is a very simplified math code - suitable for brushing up on code and not having to remember all the sticky points of transcribing Nemeth.

SOURCES OF MATERIALS (REFERENCES)

1. A Pantograph is a simple tool available in office supply stores, art supply stores, and some large

stationers. The inexpensive wood ones work well for transcribers.

2. Light tables are available in art or engineering supply stores. It is easy to build one of your own from a small wooden box with a glass replacing one side that is at least 8 1/2" x 11". Insert a light socket through one side and cut air holes for circulation, as a bulb can get very hot.
3. Copy screens are available in art supply shops.
4. Transparent grids can be found in art supply shops or from some math text publishers' catalogs, and sometimes from school supply firms.
5. Sky-blue pencils - any shop which carries colored pencils - get the lightest blue available.
6. Overhead films are available from many firms making maps and science equipment - Hammond, Nystrom, Rand-McNally, Denoyer-Geppert. Also a firm which can supply political science, government, history, natural resources films is General Media Corporation, P. O. Box 126, Monmouth, Oregon 97361.
7. From art supply and some stationers - Chartpak is one. It is a paper tape which is less expensive than the vinyl adhesive tapes. One of the vinyls is sold under the Brady label.
8. Black and white films are sold in art goods or stationers firms. Brand names - Chartpak, Letroset, Formatt, Panatone.
9. Hi-Marks - available from American Foundation for the Blind in New York and some large stationers.
10. Templates and plastic shapes can be found in many school supply house catalogs. One good catalog is from Creative Publications, P. O. Box 10328, Palo Alto, CA 94303.

11. Biology and anatomy test sheets are available from Denoyer-Geppert, 3235 Ravenswood Avenue, Chicago, IL 60640.
12. Oakmont Visually Handicapped Workshop, 6637 Oakmont Drive, Santa Rosa, CA 95405.
13. Industrial Home for the Blind, 329 Hempstead Turnpike, West Hempstead, NY 11552.
14. Brigham Young University Press Business, 205 UPB Provo, Utah 84602

Marian Wickham
Large Type Specialist

NOTICE: Chris Mackey, Recording Specialist, reports that she has authored a leaflet, to be published before Conference by Three Star Press in Hanford. The title is Braille Decoder and is, as the title might suggest, a method for visually reading braille for the uninitiated. She says she developed it so she could decode braille messages from her tape library clients. -Ed.

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Mrs. Elizabeth Schriefer, Awards Chairperson
751 El Encino Way
Sacramento, California 95825

My check in the amount of _____ payable to CTEVH is enclosed for pin _____ charm _____. (The cost of a 10K gold pin or charm is \$25.50, including postage and handling. Gold-filled pins may be purchased for \$10.50 each.)

Name (Mr.) (Mrs.) (Miss) (Ms.) _____

Address (including Zip) _____

Guild or Affiliation _____

BRAILLE (Library of Congress Certification required)

Literary braille pages. _____

Nemeth braille pages _____ times 5/4 equals _____

Music braille pages _____ times 5/4 equals _____

TOTAL braille pages (Qualifying: 5000 pages) _____

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours). _____

LARGE TYPE PAGES (Qualifying: 10,000 pages). _____

SPECIAL SERVICE HOURS (Qualifying: 1000 hours) _____

(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each pupil successfully completing a braille transcribing course, with proportionate hours credited for a pupil who does not complete a course.)

Verifying signature of
Group Chairperson or Administrator _____

Conference Los Angeles 1982

PLANNING CONFERENCE XXIII

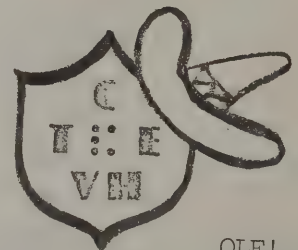
As several hundred good CTEVH members know, good Conferences don't just happen, they're planned. And even with those old smoothies, Jane O'Connor and Fred Sinclair running it, Conference XXIII has required a lot of planning and coordination by quite a few people. Some of those people are pictured here caught in the very act of planning and coordination.

The complete committee, some of whom are not in these pictures (really behind the scene) are

Ron Burke	- Exhibits
Estelle Palm	- Registration
Rose Kelber	- Hospitality
Marilyn Plaster	- Hospitality
Stan Olivier	- Equipment
Frank Ryan	- Workshops
Jane Vogel	- Workshops
Ethel Schuman	- Workshops
Lil Gardner	- Arrangements
Elynor Olivadoti	- Publicity
Leah Morris	- Arrangements
Bill Greene	- Arrangements
Bill Briggs	- Mailing



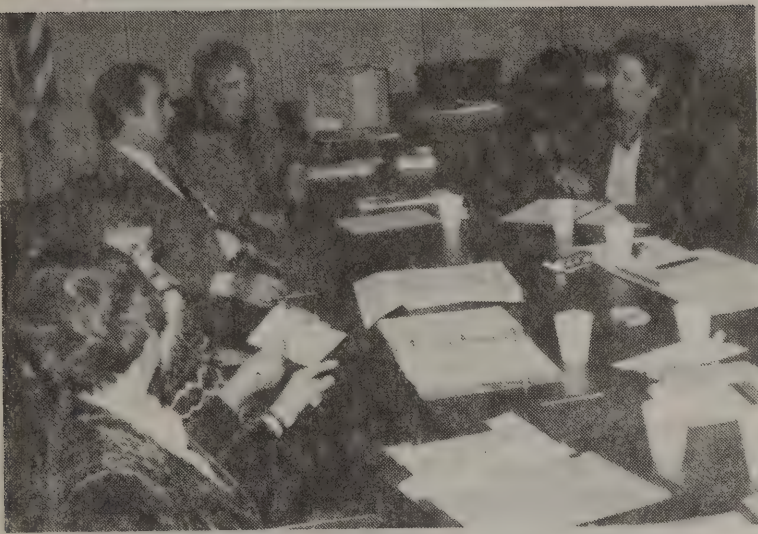
What's so funny, Bill?



OLE!

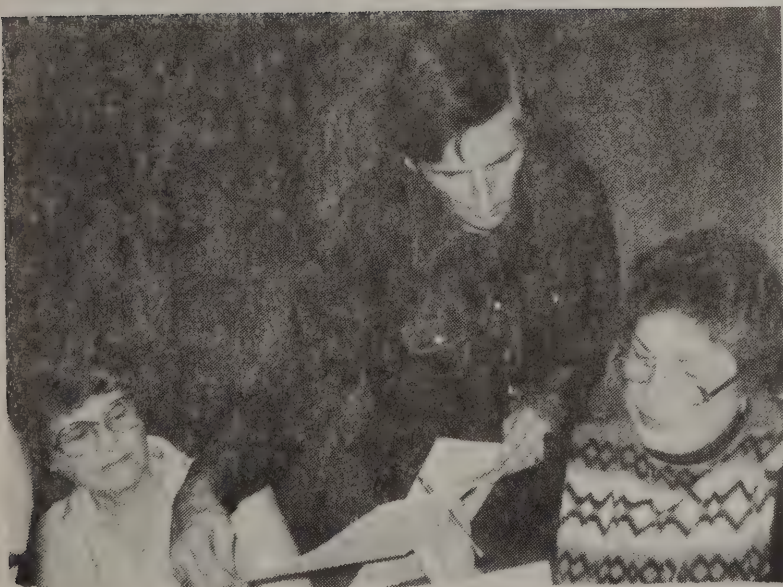


Jane has some doubts.



Let's pay attention, now, everyone!

Some people will do anything
for a free lunch!



Just wait a minute, Frank,
I'm still reading this one!

IT'S FIESTA TIME

AT OUR 23rd ANNUAL

CTEVH CONFERENCE

L.A.'s The place for you in 1982! Our 23rd Annual CTEVH Conference is taking shape and your committee proudly reports that it's looking great! This "Growing Through Sharing" time will glisten with 45 outstanding workshops in the beautiful new Sheraton Plaza La Reina Hotel at the Los Angeles Airport (LAX) March 19, 20, and 21.

You will remember the 23rd Conference for many reasons . . . no Thursdays, for one! We start on Friday early, work all day Saturday, and close by 1:00 p.m. on Sunday. (Don't forget that registration goes on throughout Conference for non-early birds, and if you didn't get your packet, it's not too late. Call Jane O'Connor, (213) 663-1111, or Fred Sinclair, (916) 445-5103.)

Another thing you will remember is the President's reception at Braille Institute. It is arranged so that out-of-town and out-of-city folks can tour Braille's recently completed new facilities without missing a workshop. Leaving the Hotel at 6:30 Friday evening, a recliner bus complete with a charming hostess will whisk you through L.A.'s

sparkling city to Braille Institute, where you will be met by a trained tour guide ready to help you explore the block-long facility. You will sip champagne and enjoy hot and cold munchies while you watch the famed Braille Exhibition Square Dancers before the buses depart around 9:00 p.m.

You will also remember not only the exhibits, but their spacious surroundings, and you won't forget the outstanding speakers, some described in this issue, or the celebrities who have been invited to share in our Fabulous Fiesta.

But perhaps your brightest memory of all will be our first Sunday! Starting with "wake-up" coffee for everyone in the registration area, we go to workshops from 8:45 to 10:45 and at 11:00 it's the "Brunch Bunch" - a special time to meet each other to say farewell to another year and to grow through sharing (brunch, too? - ed.), while we brunch and enjoy our closing session. And finally, your enthusiastic conference committee hopes you remember that L.A.'s the place.

Jane O'Connor
Conference Co-Chairperson

CONFERENCE WORKSHOP CORRECTIONS

No. 16. LITERARY BRAILLE REVIEW - DON'T BE A PAIN IN THE PERKINS!

Add: Bring at least one reference book: Krebs Transcribers' Guide to English Braille, Dorf & Scharry Instruction Manual for Braille Transcribing, English Braille--American Edition; be sure 1980 rules changes have been incorporated.

When registering, request your copy of the Worksheet, so that you can do all the necessary work, answer questions, etc., before coming to the workshop; in this way more workshop time will be available for discussion and questions.

No. 24. LITERARY BRAILLE PROOFREADING

No, it is NOT necessary to bring the Code of Braille Textbook Formats and Techniques. One of the reference works listed for No. 16 will be helpful.

INTRODUCTION TO GUEST SPEAKERS

We, at CTEVH Conferences, have often been privileged to have distinguished and prominent guests come to meet with us, and bring us information, as well as inspiration. Conference XXIII brings us several more such guests.

Luncheon, Friday

JEANNE VLACHOS

Some of us may remember Tex Beneke's leather-throated announcement, to the strains of Glenn Miller's band, that he had "a gal in Kalamazoo" and "K-A-L-A-M-A-Z-Oh-Oh what a gal!" she was. Well, CTEVH is very pleased that we have a gal from Kalamazoo, and oh-oh what a gal she is. She is Jeanne Vlachos, Superintendent of the California School for the Blind, Fremont.

Jeanne is a real Michigander (surely not a Michigoose!) with degrees from Michigan State University and Western Michigan State University. Her student teaching was at the Michigan residential school for the blind (where Stevie Wonder - not Tex Beneke - was one of her students), following which she was resource teacher in Battle Creek, and, later, consultant in, yes, Kalamazoo.

Fleeing winter's icy blasts, Jeanne came to Los Angeles about 1970 where she served as Consultant for Physically Handicapped in the Office of the Los Angeles County Superintendent of

Schools and, before her move to Fremont, as principal of Buffum School for the multihandicapped in Long Beach. She also has taught at both her alma maters, as well as California State University, Los Angeles and the University of Wisconsin.

She has been responsible for several films about handicapped children in schools: "Least Restrictive Environment", "Is Your Classroom in Your Car?" (for the Office of Los Angeles County Superintendent of Schools), and "Mainstreaming the Visually Handicapped Child" (for Paramount).

CTEVH Conference-goers, however, will remember Jeanne for the two Conferences for which she was Workshop Chairperson and the several others at which she participated in or led workshops.

This year, we will enjoy a presentation by Jeanne Vlachos (Twist Champion of MSU) about her newest and greatest challenge, the California School for the Blind.

FRANK FRANKS

A native of Georgia, Dr. Frank Franks lays claim to California citizenship by virtue, he says, of having lived here "more than six months." Actually, he lived in San Diego for three years, developing the program for the visually handicapped in San Diego high schools.

Following his California experience, he spent five years in Malaysia and the Far East developing programs for visually handicapped students in schools there. Coming back to the States again, Frank returned to the South to earn the doctorate from Peabody Teachers College in Tennessee.

Esconced for over ten years at APH as Research Scientist, he has been

General Session, Saturday

actively involved in science, math, and social studies projects. Teachers and visually handicapped students are familiar with many of the APH products which Frank has helped develop: science kits, continental relief maps, land forms, geometric forms. He was also instrumental in the books for elementary and high school students using the APH Student Speech Plus Calculators, COMPUTATION AND PROBLEM SOLVING FOR YOUNG ADULTS, ELEMENTARY COMPUTATION, and ELEMENTARY PROBLEM SOLVING - all published by APH.

His name, Frank Franks, may sound like double-talk, but Friday luncheon attendees will hear nothing but straight talk when he presents an "Invitation to Evaluate 'Fundamental Mathematics Concepts' Materials."

RICHARD EVENSEN

Quite a few times in the past, CTEVH has been fortunate to have speakers from the Library of Congress, NLS, address and participate in our Conferences. The list is long and distinguished, and includes Bob Bray, Curt Cylke, John Kozar, Ralph Garretson, John Jackson, Donna Pastore, Billy West, and, of course, our perennial spring blossom, Maxine Dorf. This year we are very pleased that Richard Evensen will be one of our principal speakers.

"Dick" Evensen did his college prep work at Perkins School for the Blind, that world-famous, early-day bastion of education for the blind which gave us, also, the Perkins brailier and many illustrious graduates. A few miles and a few years later, Dick received the A.B., cum laude in government from Harvard, and the M.A. in government from Boston University. Most recently, he was awarded another master's degree, from Catholic University of America, in Washington, D.C., this time in Library Science.

Before assuming duties at the Library of Congress, Dick worked for a number of years for Arthur D. Little, Inc., the famous consulting and research firm in Cambridge, Mass., and, later, the First National Bank of Boston as personnel assistant, senior job analyst, and training specialist. During his first year at NLS he was a special assistant to the Director. Since 1974 he has been Project Coordinator.

Among the numerous projects in which he has been active has been a project to evaluate and determine user acceptance of "paperless braille" devices. This has been an extensive and important study which all of us who are interested in the application of current technologies to help the visually handicapped have recognized as almost unheard-of in its forward-looking attitude toward technology. In the years Frank Curt Cylke has directed NLS, the attention to technology has been impressive, indeed. It is safe to assume that Dick Evensen has been a major factor.

Dick has always been active in his community, serving in such varying capacities as Cubmaster, representative of Concerned Citizens Group, Vice-President of the Philharmonic Society (Arlington, Mass.), choir member, soloist, and lecturer.

We will hear Dick, however intriguing such activities are, in his professional capacity, speaking of "New Trends in Library Services for Blind and Physically Handicapped Individuals."

GERALDINE T. SCHOLL

The State of Michigan has been very generous to the education of the visually handicapped in California. Bob Calhoun, one of last year's Conference speakers and Coordinator of Services to the Visually Handicapped in San Diego Schools, is a Michigan contribution; Joy Efron, Los Angeles USD, was a Michigander; Jeanne Vlachos, Superintendent of the California School for the Blind, and one of this year's speakers, is another. There are many other fine teachers and transcribers who are in California also, thanks to Michigan.

Although Dr. Scholl will be here only on loan from Michigan, we are pleased and fortunate to have even such a brief additional Michigan favor come our way.

"Gerry" Scholl has, as they say, "done it all." She has taught visually handicapped students in public

schools, summer camps, and residential schools; she has taught at Michigan State University and Sheffield University, in England, as well as the University of Michigan (where she is currently Professor of Education); she has served as Branch Director for the Department of Health, Education, and Welfare; she has published and lectured extensively. Currently, she is on the Board of Governors, Council for Exceptional Children; Board of Trustees and Executive Committee, American Foundation for the Blind; and Board of Trustees and Executive Committee, Greater Detroit Society for the Blind.

For her address to the Twenty-Third Annual Conference of CTEVH, she has posed two questions which few, if any, could answer better: "What Do We Know and What Do We Need To Know?" (A Progress Report on Educating the Visually Handicapped)."

General Session, Sunday

DR. ROBERT OBERLANDER

As Director of Educational Services at Braille Institute, a position he has held since 1980, Dr. Robert Oberlander directs five education centers for the blind located throughout Southern California. This includes managing problems for the rehabilitation and education of blind adults, as well as thriving educational and recreational programs for blind youths.

Dr. Oberlander received his Bachelor's degree at Southern Illinois University and his Master's and Doctor's

degrees in higher education and educational psychology from the University of Southern California; he has studied management at the UCLA Graduate School of Management.

His business experience includes work as a management consultant and as Director of Personnel for a national accounting organization.

As if his responsibilities with Braille Institute were not enough, Dr. Oberlander also manages to find time to serve as an instructor in human development

at UCLA and as a consultant. In his free moments, he has worked as a volunteer with the Red Cross and the Boy Scouts of America.

In addition to belonging to the California State Psychological Association, Dr. Oberlander also holds memberships in the American Psychological

Association and the American Society for Training and Development.

Since Braille Institute plays such varied, but important, roles in the lives of CTEVH and many of its members, Dr. Oberlander's presentation will give us a look at the "many faces" of Braille Institute.

**CONTRIBUTIONS
TO THE**

CTEVH "GIFTS AND TRIBUTE FUNDS"

will be used to improve services to the visually impaired.

Make checks payable to: CTEVH, and mail them to:

CTEVH Gifts & Tributes
741 N. Vermont
Los Angeles, CA 90029

Donor's Name, Address, Zip _____

_____ In honor of:

_____ In Memory of: _____

Acknowledge to (Name, Address, Zip) _____

All contributions to CTEVH are tax-deductible.

ABOUT TCT SUPPLEMENTS...

Some TCT Supplements are still available in print, as indicated below. Prices given represent a suggested contribution to cover the cost of production and are not subject to sales tax. In order to defray the expense of handling (postage, etc.), a flat 75¢ charge is added to each order, regardless of size. Orders should be sent to:

TCT Mailing Chairman
741 N. Vermont Ave.
Los Angeles, CA 90029
(Make checks payable to CTEVH)

BOOKS ABOUT..., by Ruth Lowy; 1971

An extensive bibliography on visual problems, other impairments, eugenics, and social studies.

60¢

TRANSCRIBING LESSONS: DIACRITICS, by Norma Schechter; 1971

An introductory lesson on the brailleing of glossaries and dictionaries.

30¢

SYLLABICATION IN FOUR OF THE ROMANCE LANGUAGES, by Betty Smith; 1972

Suggested aids for Latin, Italian, Spanish, and French; basic syllabication rules of these languages themselves. Useful both to transcribers and to language students.

25¢

DBPH PUBLICATIONS, by Norma Schechter and Helen McMoyler; 1973

A compilation and description of useful and interesting publications available from the Library of Congress DBPH. Indexed.

60¢

BOOKS FOR INDIVIDUALS WHO READ BRAILLE, LARGE TYPE, OR TAPE RECORDINGS, by Ruth Lowy and Fred Sinclair, 1968; Revised by Ruth Lowy and Fred Sinclair, 1973.

Procedures and services for those who must obtain their own transcribed reading matter.

75¢

HOW TO DO RAISED-LINE DRAWINGS, by Frances Rosenberg; 1974.

Clear, easy-to-follow instructions for the beginner in the field of Math illustrations in embossed form.

30¢

THE NBA MANUAL FOR LARGE TYPE TRANSCRIBING, RECONSIDERED, by Marian Wickham and Ruth Lowy; 1975. Some comments, thoughts, additional suggestions, corrections.

60¢

A CHECK LIST OF PHONETIC SYMBOLS, by Betty Smith; 1974

An easy "alphabetized" listing which makes it easier for the transcriber to locate and identify phonetic symbols and their braille equivalents.

30¢

EXECUTIVE BOARD 1980-81

President: Cathy Rothhaupt, 2424 Roslyn Way, Sacramento 95825
Vice-President: Leah Morris, 3928 Sunny Oak Rd., Sherman Oaks 91403
Secretary: Donna Coffee, 2926 Cornell, Visalia 93277
Treasurer: Evelyn Falk, 4445 Colbath, #106, Sherman Oaks 91423

BOARD OF DIRECTORS

Term Expires

Bill Briggs, 4911 Romaine, #207, Los Angeles 90029	1982
Aikin Connor, TCT Editor, 721 Capitol Mall, Sacramento 95814	1983
Jane Corcoran, 400 Old La Honda Rd., Woodside 94062	1983
Robert Dodge, 65 Linaria Way, Menlo Park 94025	1983
Jim Fisher, 760 East Robinwood Lane, Fresno 93710	1984
Sally Mangold, 20102 Woodbine, Castro Valley 94546	1983
Stanley Oliver, 21801 Roscoe Blvd., #247, Canoga Park 91304	1982
Alice Pearson, 5291 Ogden St., San Diego 92105	1984
Fred L. Sinclair, 721 Capitol Mall, Sacramento 95814	ex officio
Elizabeth C. Smith, 1920 Notre Dame Ave., Belmont 94002	1982
Jane O'Connor Verhage, 741 N. Vermont Ave., Los Angeles 90029	1984

CTEVH SPECIALISTS

Braille:

Literary	Norma Schechter, 8432 Northport Dr., Huntington Bch. 92646	714/536-9666
Mathematics	Joyce Van Tuyl, 150 Giffin Rd., Apt. 5, Los Altos 94022	415/941-7452
Music	Elinor Savage, 350 Andorra Way, Cathedral City 92234	714/320-5593
Tactile Illustration		
	Jane Corcoran, 400 Old La Honda Rd., Woodside 94062	415/851-2122
Textbook Format and Foreign Language		
	Elizabeth C. Smith, 1920 Notre Dame Ave., Belmont 94002	415/592-4982

Large Type and Enlarged Drawing:

Marian Wickham, 1027 Gilman Dr., Colma 94015	415/588-1073
--	--------------

Recording:

Chris Mackey, 202 W. Grangeville Blvd., Hanford 93230	209/582-4843
---	--------------

CTEVH PAST PRESIDENTS

1957-1959	Betty Brudno
1959-1961	Irene Hawkinson
1961-1963	Helen Pattillo
1963-1965	Ethel Schuman
1965-1967	Claire Kirkpatrick
1967-1969	Rose Kelber
1969-1971	Elizabeth Schriefer
1971-1973	Carolyn Card
1973-1975	Jane O'Connor Verhage
1975-1977	Fred L. Sinclair
1977-1978	Joyce Van Tuyl
1978-1980	Bill Briggs

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-1963	Betty Brudno
1964	Ethel Schuman & Kathryn Allen
1965-1969	Ruth S. Lowy
1970-1975	Norma Schechter
Historian:	Donna Coffee

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues \$8.00: New ☐ Renewal ☐ Life Membership (\$150) ☐. Check payable to CTEVH.

NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____.

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LEAH MORRIS
741 N. VERMONT AVENUE
LOS ANGELES, CA 90029

LIFE MEMBERS

Laura V. Bosworth
Jane Corcoran
Maxine Dorf
William Gerrey
Bernard Krebs

Mabelle McMahon
Miriam Nelson
Evelyn B. Olgiati
Barbara Rubin
Norma Schecter

Virginia Shibue
Elizabeth C. Smith
Susan Van Dehey
Billie A. Zieke

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

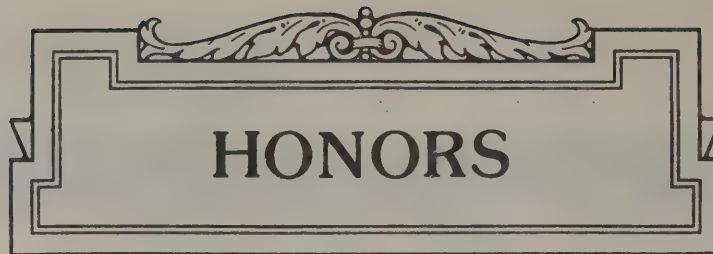
gmk

GREEN KREBS READY!
Story, p. 105



THE CALIFORNIA TRANSCRIBER

FALL 1982



HONORS

LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

Florence Y. Callahan
Laguna Hills Transcribers, Inc.

Thomas C. Chewning
Laguna Hills Transcribers, Inc.

Francisca Cushman
Mount Diablo Transcribers

Rosemary Fargo
Mount Diablo Transcribers

Evelyn Jorgensen
Leisure World Braille Transcribers, Inc.

Edna A. Knipper
Mount Diablo Transcribers

Aldia M. Simek
Mount Diablo Transcribers

Marjorie L. Waters
Sixth District California Transcription Project, San Jose

Mary E. Borneman, Eureka
Elizabeth M. Culley, Burbank
Carol J. Drescher, Los Osos
Evelyn F. Hood, Capitola
Margaret Lynn, San Bernardino
James B. Ramsey, Elk Grove
Patricia S. VanDerKamp, Sacramento
Barbara L. Walton, Pebble Beach
Sara E. Watson, Highland
NLS Update

Special Recognition

Helen Loewe Koehler of Lutheran Braille Workers, Inc., received a Doctorate in Letters Degree on June 12, 1982, bestowed by the Board of Regents and the Faculty of Christ College, Irvine

John and Peg Shepard of Sacramento Braille Transcribers were chosen as "Senior Volunteers of 1982" by the Sacramento County Commission on Aging.



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

FALL 1982

CONTENTS

Volume XXV, No. 3

INSIDE STORY

President's Message	Leah Morris	79
Report on ACCESS	Barbara Blatt Rubin	80
About the Volunteers of Vacaville		81

GENERALLY SPEAKING

Whatever Happened to the Living Skills Center for the Visually Handicapped	Mary Ann Malinak	83
A Deaf-Blind Young Woman and Her Microcomputer	David Uslan	84
Small Cassette Recorder	Norma L. Schechter	85
New VH Program for CSUS		86
New Course Offered		86
Publication Notice	Aikin Connor	87
Where To Get It	Charles Buell	88
Open Letter	Bettye Krolick	89
Public Libraries Serve the Homebound and Visually Impaired	Judy Sulsona	90
Volunteer-Produced Braille	NLS Update	92
Red-Letter Days in 1983	Jane Corcoran	92

SACRAMENTO FILE

News from CDHS	Fred L. Sinclair	93
--------------------------	------------------	----

NEWS OF GROUPS

News of Groups		96
New Officers for Transcribing Groups		98
Braille Transcribing Classes		99
Interesting Transcriptions		100

OUR SPECIALISTS SAY

On Making Corrections	Chris Mackey	102
Literary Braille	Norma L. Schechter	103
Green Krebs Ready	Norma L. Schechter	105
Creatures from the Blue Lagoon	Joyce Van Tuijl	106

CONFERENCE XXIII

GENERAL SESSION

What Do We Know and What Do We Need to Do in This Period of Crisis?	Geraldine T. Scholl 110
--	-------------------------

CONFERENCE REPORTS

Introduction to Textbook Format, Workshop #5	115
Changing the Behavior of Non-Assertive Visually Impaired Individuals, Workshop #6	115
Mechanics of Braille Music, Workshop #12	117
Optacon Potpourri, Workshop #21	118
The Importance of Mastering Basic Skills..., Workshop #23	118
Nemeth Beginners, Workshop #26	119
Nemeth Rap, Workshop #34	119
Teaching Parents How to Teach, Workshop #38	120
Textbook Format for Lower Grade Workbooks, Workshop #41	122
Serving Multihandicapped Visually Impaired Persons, Workshop #42	122

Editor: Aikin Connor
Associate Editors: Julie Cormier, Fred Sinclair
Typists: Margie Ancel, Karen Kotowski, Nancy Chu
Layout: Margie Ancel
Braille Transcription: Doris Pontac
Tape Recording: Volunteers of Vacaville
Editorial Board: Betty Schriefer, Barbara Rubin

INSIDE STORY

PRESIDENT'S MESSAGE

I'm very pleased to be able to make this announcement: At long last, Bernard Krebs' TRANSCRIBERS' GUIDE TO ENGLISH BRAILLE will be available again. Mr. Krebs felt that since CTEVH reaches so many people, he wanted to place these books in our hands. The Braille Institute will store and disseminate this much-acclaimed publication.

At the time of this writing, an Addendum (bringing the rules up to date) is being prepared by Mr. Krebs and a CTEVH Committee ably headed by Norma Schecter.

As soon as the Addendum is completed (I hope by this reading), fliers will be sent out along with an announcement in TCT as to the cost of the GUIDE, including the Addendum, or the Addendum by itself for those who already have the GUIDE. The addendum for the LESSONS IN BRAILLE TRANSCRIBING will follow shortly, so please be patient.

Negotiations regarding this project have been going on for many months and we have had to overcome several hurdles, but the honor Mr. Krebs has bestowed upon us has been worth it. And, we still have a ways to go. Thank you Fred Sinclair, Aikin Connor, and the Committee for all the time and effort you are putting into this worthy task.

It was with great sadness and shock that I received the news of the death of Alice Pearson recently. She was a dedicated brailist, a staunch CTEVH member and a valued Board Member and friend.

Billie Anna Zieke, transcriber for Garden Grove U.S.D., long-time CTEVH member, and frequent workshop leader and participant has agreed to complete Alice's term on the Board.

Leah Morris



1984 CONFERENCE SET

In 1984 San Diego will once again host the CTEVH Conference. The Holiday Inn at the Embarcadero has been selected as the site for this event. Located on San Diego Bay, it is within a few minutes of the airport and Amtrak Station, in an area with excellent restaurants and tourist attractions, such as Seaport Village, a harborside area of unusual and unique shops, and the San Diego Trolley which runs to the border at Tijuana.

The Conference Committee is presently being formed, and we look forward to welcoming all of you to America's Finest City in 1984!

REPORT ON ACCESS

ACCESS TO RESOURCES FOR VISUALLY HANDICAPPED STUDENTS is the graduation gift that CTEVH sends to every graduating California high school student who is visually handicapped. In braille or large type or on cassettes, it is given to help these young men and women locate information they will need for college or work or recreation. It is in loose-leaf form so that it can be up-dated with corrected or additional information.

CTEVH has been sending ACCESS to graduates for the past three years and since the gifts have cost you about \$1600 so far, here is the breakdown on how your money has been spent.

One hundred and fifty-five copies have been sent in response to teachers answering the annual letter sent by Fred Sinclair to school personnel serving visually handicapped secondary school students. The hundred fifty-five copies consisted of:

Braille	28
L.T.	123
Tape	4
Total	<u>155</u>

Resource room and itinerant teachers have been sent their copies on Federal Quota. Groups and individuals may purchase braille or large type copies directly from the American Printing House for the Blind (for braille, catalog #5-0004, \$9.95; for large type, catalog #4-0003, \$9.95) and cassette copies are available from the Master Tape Library of the Clearinghouse Depository for the cost of the tapes.

ACCESS is truly a unique and useful gift that is appreciated by those who all too often have had questions answered by frustration rather than a solution. Teachers have sent some appreciative notes. I myself know its usefulness. Instead of searching through a haystack of books, catalogs and flyers

for sources and addresses, I now consult one neat, beautifully printed volume with the logo of CTEVH on its cover.

Suggestions, additions and criticisms will be gratefully received by the publication committee: Cathy Rothhaupt, Peggy Dodge, Fred Sinclair and me.

Barbara Blatt Rubin

Word was received on August 11 that Alice Pearson died of a heart attack while vacationing at Lake Tahoe. Alice was employed by the San Diego City Schools and was a vital member of the staff, providing service to the visually impaired people of the school district.

Alice was a long-time member of CTEVH and past-president of the San Diego Guild. She has served as a CTEVH board member and as Chairman of the Bylaws, Policies, and Procedures Committee. Alice volunteered to serve as Chairman for the Annual CTEVH Conference scheduled in San Diego for 1984, and plans are well underway. Although she will not be leading us in person, she will be with us in spirit throughout the Conference.

Alice will be missed beyond measure, but her legacy of service will go on forever.

Robert Calhoun, Supervisor
Special Education Programs
San Diego Unified School Dist.

Memorial contributions may be sent to:

Braille Transcribers Guild
of San Diego
1807 Upas Street
San Diego, CA 92103

or

The Bell Choir Fund
East San Diego Presbyterian Church
5209 Orange Avenue
San Diego, CA 92115

ABOUT THE VOLUNTEERS OF VACAVILLE

The Volunteers of Vacaville, or Blind Project as it is known within the walls, is a non-profit charitable trust that began helping the visually handicapped in 1960. The Blind Project has grown considerably since then, and it now has ten recording booths, many high-speed duplicators, and a library of over 1800 books on tape. In addition to this the Volunteers repair and overhaul hundreds of the Perkins Braille Writers each year. All work is done by inmates on a voluntary basis in their spare time.

A Brief History of the Blind Project

The "Blind Project" began in 1960 when Mrs. Betty Brudno, Coordinator of the Volunteer Transcribing Services in San Mateo, contacted the Associate Superintendent of the California Medical Facility (state prison), Mr. Ellis Savides. Mrs. Brudno asked for help in meeting the growing demand for the transcription of inkprint material onto tape. Savides enlisted the aid of Lieutenants Jim Boling & Ben Jarvis and Sgt. Jim Todd to procure the initial equipment, funding and to recruit the necessary personnel. Fifty men answered the first call and of those eighteen had the voices and the reading ability needed to become readers. Others were recruited for a large-print typing operation, a small book bindery, and a braille instruction class.

Since that time the Volunteers have worked in many different areas to aid the visually handicapped, including braille transcription, proofreading of large-print books, manufacture of blind sports equipment, duplication of books in braille (thermoform), large-print typing, mimeography, repair of the Perkins Braille Writer, and anything else the skills available allowed.

The Blind Project Today

At the present time the Volunteers have limited their efforts to the transcription of books on tape, the duplication of books already recorded, the

repair of the Perkins Braille Writer, and on a limited basis--the duplication of braille books by thermoform.

Aural Media Services

The Aural Media section of the Volunteers of Vacaville is the heart of the Blind Project. The transcription of textbooks onto tape is the main function in this area. We have added the duplication of books already transcribed, and the mass distribution of recreational books on tape.

This last endeavor is the Aural Media Book Clubs and consists of four departments: Best Seller; Mystery; Science Fiction; Western. The Clubs are distributed on a regular basis and are made up of one or more selections that we pick based on the popularity of the book and on the quality of the transcription. These pre-taped duplications are drawn from a repository of over 1800 volumes recorded by the Volunteers over the years.

Our Aural Media Services are provided FREE to anyone unable to read conventionally printed material. Schools and agencies must remit 50¢ an hour for duplicating existing material and \$2.00 an hour for new transcriptions. It is to be noted that any material will be recorded, provided we have a qualified reader.

Brailler Repair Services

The Volunteers of Vacaville repair & overhaul hundreds of Perkins Braille Writers each year for the visually handicapped, and for those who serve them. There is a \$10.00 labor fee for this service (it takes from 4 to 8 hours to overhaul a brailler). We must use these monies for the purchase of cleaning materials, tools, solvents, and special oils required for the machines. Costs for replacement parts are extra, but are sold to the client at our cost from the manufacturer. The Volunteers maintain a well equipped shop and a sufficient inventory of parts to provide for the fast and expedient return of these brailers. The machines are

returned via "FREE MAIL FOR THE BLIND" and insured for full replacement value.

Thermoform Braille Reproduction

Thermoform braille reproduction is a process which will allow several copies of a brailled page (or raised-line drawing) to be reproduced from a single master. The copies are much more durable than the original since they are made of plastic. On a limited basis the Volunteers will be able to offer this service at cost to our clients. Our intention is for small groups to have access to a service that will allow the reproduction of brochures and short books for several people in braille provided that they, the client, supply the master copy.

Mimeography for Non-Profit Groups

Mimeography (an inexpensive form of printing) is also offered to our clients on a limited basis (5,000 copies or less). Over the years the Volunteers have had a good deal of experience in this area. We publish a monthly newsletter, and type and mimeograph our own Catalog of Books on Tape. Illustrations (similar to those in this brochure) are also available to liven the text of any newsletter. Our only restriction on this service is that it be for non-profit purpose. We do require advance notice, and any orders should be sent in at least three weeks before the date needed. Orders can be sent via "FREE MAIL FOR THE BLIND" (provided your group qualifies) or by United Parcel Service at your expense.

Funding of the Project

Although located within a California State Prison, the Volunteers of Vacaville receives no state funding. All funds but those generated from the repair of the brailers are received from public donations. The Volunteers maintain no professional fund raisers. In that we are a non-profit organization, all contributions are tax deductible. Since we are supported by the public the visually handicapped are not charged for the Aural Media Services we offer.

Booth Sponsorship Program

Since the Volunteers of Vacaville subsist mainly by public contribution many individuals and groups have elected to sponsor recording booths. The cost is \$300, and is sufficient to underwrite more than half the cost of operating a recording booth (tapes and machine repairs) for one year. Books being recorded in such a booth are dedicated to the sponsor responsible for their production upon completion in these terms:

"This book has been produced through the generosity of (or in memory of): _____
This book was read by _____ of
the Volunteers of Vacaville. The
date is _____."

A Booth Sponsorship means that at least three hundred hours of recording will be dedicated in this way over a period of one year. A note of interest is that monies donated to the Volunteers goes to directly aid the visually handicapped--our administrative costs are next to nothing.

Excerpted from an informational pamphlet published by The Volunteers of Vacaville

NOTICE

URGENTLY NEEDED:

I would like to borrow
braillewriters for my transcribing class.
Also, if anyone has slates-and-styluses to
lend or for a reduced price, please
contact me.

Diana Burkhart
Braille Institute of
America
527 N. Dale Avenue
Anaheim, CA 92801

GENERALLY SPEAKING

WHATEVER HAPPENED TO THE LIVING SKILLS
CENTER FOR THE VISUALLY HANDICAPPED . . .

We are just about ready to celebrate our 10th anniversary of providing living skills instruction to young blind adults!

Located in San Pablo, a small community 20 miles north of San Francisco, the Living Skills Center is a residential program designed to provide practical training in the areas of Independent Living Skills, including cooking, care of clothing, cleaning, orientation and mobility, financial management, personal hygiene, and social awareness skills. A vocational component also introduces participants to pre-work readiness skills, career awareness, and job seeking skills. In general, fourteen participants, at any one time, are provided with the skills necessary to function as fully independent citizens in the community.

Since our beginning in 1972, the Living Skills Center has served over 150 participants from all parts of California, several other states, as well as from Canada and Germany. Of this population, over 71% of the Living Skills Center participants have gone on to live in independent living settings. Participants must be eighteen years of age or older, visually impaired, and be motivated to learn the skills necessary to live independently. Presently, our staff consists of two living skills instructors, two orientation and mobility specialists, a vocational counselor, a half-time program administrator, a secretary, and an instructional aide.

The instructional program at the Living Skills Center has expanded greatly over the past few years. Newly-designed areas of the curriculum include medical awareness, social skills, communication skills, advocacy-community resources awareness, recreational skills, and a "how to find your own apartment" self-instruction program. Our revised

curriculum guide will be available early this fall.

For more information about our program and participant application procedures, contact us at:

Living Skills Center for the Visually
Handicapped
2444 Road 20, Apt. C-105
San Pablo, CA 94806
(415) 234-4984

Mary Ann Malinak
Living Skills
Instructor

INFORMATION WANTED ON RIGHT-SIDE-UP BRAILLE SLATE

A few years, somebody invented a slate with raised bumps, used with a stylus that was a hollow tube shape. It was used by pressing down on the bumps, from left to right, and the braille could be read without removing the paper from the slate.

Does anybody know who made this slate, and where it may be obtained?

Send information to:

Norma L. Schechter
8432 Northport Drive
Huntington Beach, CA 92646

or

Jim Burns
551 No. Commonwealth
Los Angeles, CA 90029

A DEAF-BLIND YOUNG WOMAN AND HER MICROCOMPUTER

Georgia Griffith of Lancaster, Ohio, has been blind since birth, deaf for about fifteen years. I had just concluded my presentation on the use of microcomputers in special education when I noticed Georgia, on the arm of her sighted friend, Bettye Krolick, working their way toward the front of the meeting room.

Bettye first introduced herself, then began, "I'd like you to know Georgia Griffith. Communicate with her by writing rapidly in the palm of her hand with your finger." Sensing Georgia's anticipation, I quickly wrote, "Hello, I like you!"

Georgia responded first with a smile, then with a hug, yet most surprisingly of all in clear speech. She fired off three questions in rapid succession, "Are you the man who flies around with ten cartons of computer equipment in your airplane? Do you have a 'modem' (telephone coupler) in one of those boxes? Would you like to try an experiment tomorrow?"

In her palm, I wrote, "yes, yes, yes" and ended with an exclamation mark. Georgia smiled radiantly.

Bettye Krolick of Champaign, Illinois, outlined plans for the next day's activities. Georgia would braille on her paperless microcomputer brailier. We would send the signal from our meeting room in California to Illinois through the modem. On the other end would be a friend, Robert Stepp, a professor at the University of Illinois. Robert, who is sighted and knows no braille, would have his microcomputer standing by to instantly receive the incoming code to be displayed as ordinary English on his TV screen.

The experiment worked superbly! As Georgia brailled, Robert Stepp read her message in everyday English. When he responded on his standard microcomputer keyboard, the microcomputer-brailier produced braille for Georgia. And so it was that a deaf-blind person was able to

communicate instantaneously with a sighted person who knows no braille. Technology had once again opened the window to the world of communication for the handicapped.

Georgia Griffith's microcomputer-brailier is about the size of a portable cassette tape recorder. As a matter of fact, her brailier also serves as a cassette recorder for recording braille code. For the blind user, the heart of the brailier is a reading board of movable pins which raise and lower under microprocessor control. When the user's fingers complete the reading of one line of braille, the next line appears by merely pressing the advance bar.

The microcomputer-brailier key arrangement that Georgia Griffith uses to record or input braille is similar to the key arrangement of mechanical braillewriters that produce raised dots on paper. However, much of the similarity stops at that point, for the paperless microcomputer-brailier is a silent machine which permits notetaking and editing without the clickety-clack of mechanical brailliers. For blind students, the taking of notes in class quickly and inconspicuously is a tremendous achievement.

At home, Georgia Griffith has her own modem and microcomputer-brailier and communicates on a daily basis with an online computer network available to anyone. While she may live in a quiet, sightless world, she has frequent communication with a group of online boyfriends who know nothing of her disabilities. On this same computer network she receives daily news reports and enters her own messages.

And what has brought together Georgia Griffith, Bettye Krolick, and Robert Stepp? Georgia and Bettye first met at a music convention about six years ago. Two years ago Bettye bought her first microcomputer to help organize research material on braille music. Robert Stepp was so intrigued by her activities that he offered to program her computer to produce paper brailled on a modified Perkins brailier.

But while those incidents might have been the catalyst, a rather curious common denominator seems to undergird their relationships. Georgia, though deaf and blind, signs and is an accomplished pianist and organist, with a Bachelor's degree in music education. Bettye Krolick is a professional violinist and concertmaster. She also serves as a consultant to the National Library Service on the music code of braille. Robert Stepp, a computer scientist, is also an accomplished string bass player. Coincidentally, Louis Braille was a talented pianist and organist, and adapted his braille system to include musical notation.

Helen Keller, deaf and blind since infancy, once wrote, ". . . I give deepest thanks to Louis Braille . . . were it not for his method of reading and writing, the world of the blind would be quite drab . . ."

If Helen Keller were alive today, she might also want to extend her thanks to the Georgia Griffiths, Bettye Krolicks, and Robert Stepps of this world who are committing their own personal resources and time toward helping others through technology.

David Uslan
Special Education Consultant
Clearinghouse Depository for
Handicapped Students
(excerpted from The Catalyst,
Vol. 1, No. 4, with the
permission of the publisher)

SMALL CASSETTE RECORDER

Jim Chandler has the neatest tape-recorder, which he carries with him in his travels around the world, demonstrating his voice-indexed tape-recording techniques.

Craig Model J-103
from:
SFB Products, Inc.
P. O. Box A
Southeastern, PA 19399

This is a 4-track, 2-speed cassette recorder, with variable speed capability (between the two given speeds only). The machine weighs ONLY 21 OUNCES! Jim didn't have a ruler handy, but says the outside dimensions are less than 5" x 8" x 2", so it can be carried in a purse or pocket. He also says they will produce a special modification to enable you to record at fast-forward, so the student can produce his own voice-indexed notes, for example.

Price is \$195.00, plus UPS shipping; rechargeable batteries are included; their battery charger (for about \$5 additional) is smaller than the standard charger and weighs about 2 ounces.

Norma L. Schechter
Literary Braille
Specialist

CONTRIBUTIONS TO THE

CTEVH "GIFTS AND TRIBUTE FUNDS"

will be used to improve services to the visually impaired.

Make checks payable to: CTEVH, and mail them to:

CTEVH Gifts & Tributes
741 N. Vermont
Los Angeles, CA 90029

NEW V.H. PROGRAM FOR CSUS

On August 23, 1982, courses for educators and related personnel serving the blind and visually impaired will be initiated at California State University, Sacramento. This program will meet basic teacher certification requirements and may also be part of a master's degree program. Most importantly, it will be developed in close cooperation with the schools and agencies in the area served by the University to be responsive to the practical pre-service and in-service needs of general and special teachers, administrators, health services personnel, and others. It will also serve as a consultative resource to the community at large. As an integral part of the Department of Social Services, this program will enable the University to augment and broaden its present commitment to exceptional children, youth, and adults.

The courses offered this fall are:

Psychoeducational Assessment: Blindness and Visual Impairment. Ed. SS263.1A. Thursday, 4:00 - 6:50.

Psychoeducational Problems: Visual Problems in Educational Settings. Ed. SS261.0J. Thursday, 7:00 - 9:50.

This program is being developed by Dr. Robert A. Bowers, for the past 18 years Coordinator of Education for the Visually Impaired at Teachers College, Columbia University in New York City. A native Californian, Dr. Bowers initiated and taught in programs for the visually impaired in Fresno City and County, Santa Monica, and Walnut Creek. Prior to going to Columbia University, he was coordinator of the program at San Francisco State College for 2 1/2 years. Through his own work and that of his master's and doctoral graduates, he has placed special emphases on the multisensory impaired, functional use of low vision, educational visual assessment, educational technology,

teacher competencies and standards, and in-service problem solving workshops for general and special educators.

For information regarding this new program, write or call:

Department of Special Services
School of Education
California State University, Sacramento
6000 J Street
Sacramento, CA 95819
(916) 454-6622

NEW COURSE OFFERED

San Francisco State University, Department of Special Education, Area of Visually Handicapped/Orientation and Mobility will be offering two (2) semester unit credit courses during the 1982-1983 academic year.

The courses will be offered for credit through Continuing Education, San Francisco State University.

The first course, which will be offered during the Fall of 1982, is "Blindness and Orthopedic Disabilities." The course will consist of a review of orthopedic disabilities frequently accompanying vision loss and specialized methods of mobility/ADL/classroom assessment and instruction. The course will also cover additional areas such as posture, gait analysis and remediation, and use of adaptive self-help, and ambulatory aids. Lecture and laboratory.

The class will be held in the Education Building at San Francisco State University. The class will meet from 9:00am to 5:00pm on the following Saturdays: September 25, October 9, October 30, November 20, and December 11, 1982.

The instructor for the course is Sandra Rosen, Registered Physical Therapist, University of Illinois; M.A. Orientation and Mobility, San Francisco State University. Sandra is presently employed as an Orientation and Mobility Specialist, Peninsula Center, Palo Alto, California.

Registration will be conducted at the first class meeting on September 25, 1982. The cost of the course is \$20.00 per unit for a total of \$40.00. The course will be titled SpEd 621e, "Blindness and Orthopedic Disabilities."

Please send all inquiries to Berdell Wurzbarger, Professor of Special Education, San Francisco State University, 1600 Holloway, San Francisco, California 94132 or call (415) 469-1080.

PUBLICATION NOTICE

This seems to be the year for CTEVH members to publish. Barbara Rubin (THE DICTIONARIUS OF JOHN DE GARLANDE) and Chris Mackey (BRAILLE DECODER) reported publications this year and now comes A TEACHER'S GUIDE TO THE SPECIAL EDUCATIONAL NEEDS OF BLIND AND VISUALLY HANDICAPPED CHILDREN, edited by Dr. Sally Mangold, member of the Board of Directors of CTEVH. Published by the American Foundation for the Blind, A TEACHER'S GUIDE . . . contains articles by sixteen contributors, fourteen of whom are also CTEVH members. (Did you ever doubt CTEVHers are the cream of the crop?)

Since I am among the contributors, it seems inappropriate for me to offer a review; however, I must comment that I am pleased to be included as an author.

Contents

1. Teaching Reading via Braille.
Sally S. Mangold, Ph.D.
2. Faster Braille Reading: Preparation
at the Reading Readiness Level.
Myrna R. Olson, Ed.D.

3. Teaching Specific Concepts to Visually
Handicapped Students, Amanda Hall,
Ph.D.
4. A Communication Curriculum for Blind
Multiply Handicapped Children. Sally
M. Rogow, Ed.D.
5. Instructional Needs of Students with
Low Vision. Sally S. Mangold, Ph.D.;
Linda Joseph Roessing, M.A.
6. Functional Vision:
Criterion-Referenced Checklists.
Linda Joseph Roessing, M.A.
7. Orientation to Los Vision Aids.
Dennis K. Kelleher, Ed.D., F.A.A.O.
8. Teaching Nonacademic Skills. Suzi
Bogom-Haselkorn, M.A.; Susan Benton,
M.A.
9. Sexuality Education Methodology.
Jan Neff, M.A.
10. SAVI (Science Activities for the
Visually Impaired). Linda DeLucchi,
M.A.; Larry Malone, M.A.
11. Nurturing High Self-Esteem in Visually
Handicapped Children. Sally S.
Mangold, Ph.D.
12. Educating Visually Handicapped
Students at the Secondary Level.
Robert McMullen, J.D.; Tom Kellis,
M.A.
13. Art Experience is Fundamental to
Creative Thinking. Compiled by
Sally S. Mangold, Ph.D.
14. Aural Reading. Rose-Marie Swallow,
Ed.D.; Aikin Connor, Ed.D.
15. A Special Education Introduction for
Normally Sighted Students. Wendy
Scheffers, M.Ed., Selected Reading

Aikin Connor
Editor, TCT

WHERE TO GET IT

Books

AQUATICS FOR THE BLIND. Cordellos, Harry. American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091. 1976. \$7.95. (Out of Print)

BREAKING THROUGH. Cordellos, Harry. Anderson World, 1400 Stierling Road, Mountain View, CA 94040. 1981. 270 pp. Paperback, \$7.95. (An autobiography)

"Mainstreaming Visually Impaired Children in Vigorous Physical Education", TEACHING HANDICAPPED STUDENTS PHYSICAL EDUCATION, pp. 37-38. Buell, Charles. National Education Association. 1981. Cat. No. 3178-1-ON, \$7.50.

MOVEMENT WITHOUT SIGHT. Kratz, Laura. Peek Publications, Box 11065, Palo Alto, CA. 1973. 135 pp. Paperback.

PHYSICAL EDUCATION AND RECREATION FOR THE VISUALLY HANDICAPPED. Buell, Charles. American Alliance of Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091. 1973. 80 pp. Cat. No. 425-25416, \$4.25.

Films

PHYSICAL EDUCATION FOR BLIND CHILDREN. Campbell Films, Saxtons River, VT 05154. 1976. 20 min., 16mm, color. Rental: \$15.

SURVIVAL RUN. Magus Films, 117 S. Park, San Francisco, CA 94107. 1979. 12 min., 16mm, sound, color. Purchase: \$240. (Shows Harry Cordellos in rugged 7-mile run against sighted opponents)

Magazines

FEELING SPORTS, 7525 North Street, Minneapolis, MN 55426. A 4-page large type newsletter available free of charge to blind persons.

TEEN-TIME, 3558 S. Jefferson Avenue, St. Louis, MO 63118. Braille and large type, free subscription to blind students. (Includes sports column by Charles Buell)

UNITED STATES ASSOCIATION FOR BLIND ATHLETES NEWSLETTER. United States Association for Blind Athletes, 55 W. California Avenue, Beach Haven Park, NJ 08008. Available for \$5 membership to the Association.

Special Equipment

AMERICAN FOUNDATION FOR THE BLIND, 15 W. 16th Street, New York, NY 10011. Red rubber playground ball with bells in it, \$4.25. Portable bowling guide rail and table games modified. Also, goal balls.

AMERICAN PRINTING HOUSE FOR THE BLIND, 1839 Frankfort Avenue, Louisville, KY 40206. Audible goal locator and Staley Sports field kit.

SCIENCE FOR THE BLIND, Bala Cynwyd, PA 19004. Electronic beeper balls - volleyball, football, soccer ball.

TELEPHONE PIONEERS, 195 Broadway, New York, NY 10007. Electronic beeper softball. The ball is also distributed by Wilson Sporting Good Co.

Dr. Charles Buell, President
California Association for Blind Athletes

OPEN LETTER

Dear Friends,

This letter is going to people who have asked me to send them information as it develops concerning the capability of using a home computer to help with braille transcription. At the present time I am pleased to report that an excellent software program is available for \$100 that enables a transcriber to use an Apple II PLUS to prepare complete pages of braille for embossing BUT the modification of a Perkins brailler for the actual embossing has not been finished and is not likely to be available for a year. The reason I am letting you know about the availability of the software program is because some transcribers have access to another braille printer such as an LED 120 which will work with this program, and some transcribers who work with special codes have decided they want the capability of the braille text editor for the preparation of their braille. Then they will copy it off the computer screen as they braille it themselves.

Capability of Program

Reads braille input through use of six keys and space bar.

Displays braille on the screen.

Allows deletion, insertion, and all editing functions including repetition of characters, tab settings, repetition of lines, etc.

Operation manual provided.

Equipment Necessary

Apple II PLUS personal computer with 48k memory and at least one Disk II floppy disk drive.

Black & white (or green & white) high quality monitor display (e.g. Zenith AVM-121, Leedex Video 100)

For interfacing with LED 120, a serial card is necessary. California Computer Systems (CCS) Model 7710A asynchronous serial interface card is recommended.

Orders and Inquiries to:

Prof. Robert Stepp
Station A, P.O. Box 5002
Champaign, IL 61820
(217) 359-7933

Sincerely,

Bettye Krolick

Bettye Krolick

PUBLIC LIBRARIES SERVE THE HOMEBOUND AND VISUALLY IMPAIRED

The Monterey Bay Area Cooperative Library System (MOBAC) is a joint venture of the public libraries in Monterey and Santa Cruz Counties. Created in 1968 with state and federal funds, MOBAC has grown to include eight public library systems as members, and three community colleges and a school district as associate members. It serves an area of 3,749 square miles and a population of 478,585.

The need for library services of homebound and visually impaired persons has been a concern of the library directors and their staffs for many years. Most of the eight public library systems had been sponsoring programs to serve the homebound, but it was felt that the services needed to be expanded and that new materials and equipment should be purchased in order to reach a larger portion of this group.

In 1980 the Executive Committee of MOBAC decided to apply for a grant that would provide the necessary funds to develop a system-wide cooperative program, which would make possible the equalization and expansion of the service, as well as the purchase of equipment and materials. The funds were granted in 1981, under the provisions of the Library Services and Construction Act.

The project was aimed at:

- a. Increasing the number of homebound and physically handicapped persons using library materials
- b. Establishing a system-wide volunteer program to work with the libraries in delivering the materials to persons living in their private residences, residential care homes, skilled nursing and convalescent facilities
- c. Increasing community awareness of the service as well as informing potential recipients
- d. Providing materials and special equipment for the disabled

In an effort to reach those in need of the service, the project staff publicized the program through the local media and established contact with organizations and agencies serving the homebound throughout the two counties. Many of the agencies agreed to supply their staff, volunteers, and clients with information on the Library Outreach Program and to encourage the clients to call their local libraries to request the service.

A substantial number of community volunteers offered their cooperation by delivering the materials at the clients' places of residence, by reading to visually impaired individuals at their homes, and by conducting reading sessions at nursing homes.

By June of 1982 the libraries were serving over 230 individuals and nine institutions, and were operating with the support of over 90 volunteers.

The funds allocated for the purchase of equipment and materials were utilized to develop a collection of reading aids and talking books. Magnifying glasses, book holders, page turners, and Visualteks were purchased and are being utilized by many of the clients.

The talking book collection consists of spoken word recordings in standard speed cassette format. It includes fiction and nonfiction, children's and adult titles, and materials in English, as well as in other languages.

Initially, the project staff explored the recordings available through commercial distributors. However, we came to the conclusion that, with few exceptions, these companies produce materials that are more suitable for classroom use and are not necessarily attractive to readers of popular fiction. After ordering some titles available in the market, we decided to explore other sources.

We found that programs such as the Volunteers of Soledad and Vacaville are able to provide the materials that our

project required. In these programs, inmates of the correctional facilities at Vacaville and Soledad record books on tape for the benefit of visually impaired readers. We purchased a large number of titles listed in the Vacaville catalog and provided the Volunteers of Soledad with blank tapes and copies of popular books in English and Spanish. A large part of our collection was developed with the cooperation of these two organizations. By the end of June, the collection consisted of over 400 titles (1,600 cassettes).

Since the talking books are to be shared by eight public library systems, the collection was divided into eight packets. The packets are routed quarterly to the participating libraries, following an established schedule of rotation.

At the conclusion of the one-year LSCA funded period, the libraries will continue to sponsor and expand the program. Service clubs in the communities will be approached as sources of funding for the further development of the talking book collection and for the purchase of additional equipment, as needed.

The response of community agencies, the dedication of the volunteers, the cooperation of organizations such as the Volunteers of Soledad and Vacaville, among many others, and the commitment of the library staff, will make the success of this program possible.

Judy Sulsona
Outreach Specialist
Monterey Bay Area
Cooperative Library
System

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Mrs. Elizabeth Schriefer, Awards Chairperson
751 El Encino Way
Sacramento, California 95825

My check in the amount of _____ payable to CTEVH is enclosed for pin _____ charm _____. (The cost of a 10K gold pin or charm is \$25.50, including postage and handling. Gold-filled pins may be purchased for \$10.50 each.)

Name (Mr.) (Mrs.) (Miss) (Ms.) _____

Address (including Zip) _____

Guild or Affiliation _____

BRAILLE (Library of Congress Certification required)

Literary braille pages. _____
Nemeth braille pages _____ times 5/4 equals _____
Music braille pages _____ times 5/4 equals _____
TOTAL braille pages (Qualifying: 5000 pages) _____

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours). _____

LARGE TYPE PAGES (Qualifying: 10,000 pages). _____

SPECIAL SERVICE HOURS (Qualifying: 1000 hours) _____

(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each pupil successfully completing a braille transcribing course, with proportionate hours credited for a pupil who does not complete a course.)

Verifying signature of
Group Chairperson or Administrator _____

VOLUNTEER-PRODUCED BRAILLE

System Reorganized for Better Service

Essex Chapter of the American Red Cross (ESSEX), East Orange, New Jersey, has been selected to coordinate production of handcopied-braille books for the NLS program. This production shift from NLS to a volunteer agency is intended to enhance timeliness, quality, and quantity of volunteer-produced braille books.

The decision to shift was made by NLS following an evaluation of volunteer braille-production resources. NLS continues to recognize that services of both individuals and groups of volunteers are essential to the NLS mission to provide reading materials for blind and physically handicapped individuals.

The evaluation indicated that though some titles are produced quickly, most take considerable time - two years on the average - and delay access to reading materials by patrons. Most delays were attributed to a need for more coordination among the four volunteer segments (transcribing, proofreading, duplicating, binding) and a need for closer monitoring of performance against time schedules.

Between December 1981 and February 1982, NLS submitted its requirements to volunteer groups. The purpose was to identify ways to improve volunteer production and to speed delivery. Of the twenty-six groups contacted, only one - ESSEX - was interested in, and capable of, performing all the activities described in the NLS standards.

Upon determining that ESSEX was qualified to become the national volunteer-braille coordinating group, NLS assigned a quota of 160 titles to produce for the balance of fiscal year 1982. ESSEX will perform under a nine-month

delivery schedule and will be monitored in the manner standard for press-braille manufacturers.

NLS will assign all titles directly to ESSEX. Individuals or other groups who wish to continue participation in handcopied-braille production may contact ESSEX for possible assignments, subject to the availability of titles and the ability to meet specification requirements and production deadlines. Volunteers should write to Mrs. Jane Bente; Essex Chapter, American Red Cross; P. O. Box 838; East Orange, NJ 07019 or telephone 201-676-1616.

NLS will continue the normal quota of volunteer-produced braille in future years and will identify other qualified volunteer production groups.

from NLS Update
July-September 1982

RED-LETTER DAYS IN 1983

Set aside March 10, 11, and 12 (Thursday, Friday, and Saturday) for the 24th annual CTEVH Conference.

Your hosts: Sixth District California
PTA Braille Transcription
Project

The place: Red Lion Inn
2050 Gateway Place
San Jose

The purpose: to learn, to share, to renew
out enthusiasm for our work,
to renew friendships made at
previous Conferences, and
especially, once again to
get together with ALL the
people who contribute to the
education of the visually
impaired student.

We plan to have something on the
agenda to serve everyone. Suggestions and
recommendations are most welcome.

Jane Corcoran
Conference Chairman
1983 Conference
400 Old La Honda Road
Woodside, CA 94062
(415) 851-2122

SACRAMENTO FILE

REPORT FROM CDHS

In this Fall issue of TCT, the CDHS has both good and bad news to report. The news to be reported covers changes (mostly bad) in CDHS staff and budget, changes (mostly bad) in APH policies, new products of APH, as well as a new CDHS program for acquiring equipment for "visually handicapped children".

CDHS Staff Changes

Let me begin first with bad news. Our Karen Kotowski, whom many of you have come to know and depend upon through your telephone calls and visits to CDHS, has accepted a position with the Curriculum Services Unit of the Department.

Karen, with the help of Nancy and Margie, has carried her regular workload, serving as my secretary, maintaining the attendance records, serving as the lead reference secretary - searching the availability of materials, aids, and equipment for schools - as well as taking over some of Nena's duties, logging and processing APH federal quota orders. Karen, we will miss your very productive efforts in our behalf, and we wish you success and new opportunities for upward mobility in your new position.

As good news, I am delighted to report that our clerical workload has been lightened through the placement of an able young lady, Michelle Williams, age 15 (as of August 12). Michelle was placed with us for a seven-week period through the work experience program administered by the Sacramento Unified School District. She will enter Grade 10 this fall with long range plans to become a nurse or a cosmetologist. Though Michelle is our youngest student worker, she is, perhaps, the most productive student worker assigned to CDHS. She is a whiz at duplicating and collating materials and

handling large mailings. Michelle has a special interest in our services, since her older brother attends the new California School for the Blind in Fremont. Michelle will be highly resourceful to her brother in his postsecondary education years as he seeks further education.

CDHS Budget

As bad news, the crunch of the federal cutbacks and the worsening economy have hit the Department, and all units (with the exception of State Special Schools) are being forced to reduce their budgets drastically. If the CDHS Budget is reduced as requested as of this date, both in-house and field activities will be gravely curtailed. Some obvious effects of what will amount to a 26% reduction of the discretionary funds of the budget are the loss of Master Tape Library new recorded books for handicapped students who rely on recordings for their instruction, cancellation of a new Master Tape Library Catalog for teacher use, a marked reduction in travel and field contacts, resulting in fewer inservice training workshops related to the selection, acquisition, and effective use of materials in special media, and a limiting of information regarding need and availability of surplus materials and equipment for handicapped students. Communiques in all forms (telephone conferences, correspondence, etc.) will also be somewhat reduced. In general, VH students and their teachers will be the losers of services, materials, aids, and equipment.

Changes in APH Policies

Reduced spending at the federal level is also directly affecting the American Printing House federal quota program. For the first time in many decades the federal appropriation to the Printing House was reduced twice during this fiscal year; the student per capita

allotment was reduced \$8.83, from \$131.88 to \$123.05. Thus, to assure effective use of the total allocation to the nation, unobligated balances assigned to states will revert to the Printing House to supplement the new appropriation scheduled for the 1982-83 fiscal year. To derive maximum benefits from the program, schools are urged to prepare and submit quota orders to CDHS for processing no later than September 20. Balances will revert to the Printing House as of September 30.

New APH Products

As good news, the Printing House is announcing new products in an effort to meet a wider variety of student needs. Some new items announced this summer include the AUDIO-TUTORIAL REFERENCE MATERIALS IN BIOLOGY (CELL DIVISION), Catalog Order Number 1-0806, priced at \$290.00; CONTINENTAL RELIEF MAP CASSETTE PROGRAM: SOUTH AMERICA, Catalog Order Number 1-0146 (Simplified Continental Relief Map of South America with accompanying cassette program), not yet priced, and 1-0147 (Cassette program only), not yet priced; MICRO-SLIDE CASSETTE PROGRAMS, Catalog Order Number 1-0832 (Level I), priced at \$71.50, and 1-0833 (Level II), not yet priced; and some changes in the SENSORY STIMULATION KIT. Details are available from the Printing House and CDHS upon request.

Some additional materials being developed by the Research Department of the Printing House, under the guidance of John Barth, Research Scientist, will be evaluated by California students this fall. Fifteen resource and itinerant teachers and 25 students have been invited to participate in a study of a tactile graph reading program. Students in schools of other states will also be participating. This particular study will focus on tactile experiences and braille skills essential for reading common graphs employed in textbooks for grades five through ten and will give guidance to the Research Staff of the Printing House for production of the final graph reading materials to be made available late in the next calendar year.

The Printing House also reports that it's continuing to improve the recorded World Book Encyclopedia. This year they will publish a combined 1981-82 Yearbook and also the British version of this work.

Special Equipment Acquisition Project

The greatest news of all is that as the result of an informal hearing in Santa Monica where a number of VH teachers, administrators, and consultants gave testimony, Senator Sieroty, working with the Legislature, successfully appropriated to the budget of the Clearinghouse Depository \$850,000 ". . . only for the purchase of equipment for visually handicapped children." Although CDHS will be operating on less budget through the year (the appropriation will not affect our operating budget), staff has already set to work, inviting input from school personnel serving visually handicapped children to develop a direct and viable plan for identifying needed equipment and acquiring and delivering equipment to schools for use by VH students.

If the appropriation were to be divided among the 6,000+ VH students reported in our schools, it would amount to about \$140 per student - a trivial amount. Rather than dissipating the funds in this way, with the counsel of school personnel, staff has elected to fund requests for equipment which have met the criteria for approval developed by office staff and school personnel.

Because of the high costs of some equipment, not all students will be served by equipment acquisitions this school year. However, it is hoped that each student will, over the next few years, benefit from equipment provided through this program, since the equipment will remain property of the state, subject to recall and redistribution among students according to changing needs. For more details of the implementation plan, see page

On behalf of the many visually handicapped students we serve, CDHS staff extends sincere thanks to each of you, transcribers and educators alike, for your contributions to our CDHS program. Without our volunteer-produced books, our students could not succeed in their course courses of study; without the cooperation, counsel, and guidance of school personnel, we could not effectively meet the needs of our students.

STOP THE PRESSES! I just hired a new secretary - Betti Thomas. Betti has agreed to come on board September 13, so she will probably be the next voice you hear after reading this when you call CDHS.

Fred L. Sinclair, Director
Clearinghouse Depository
for Handicapped Students

**CONTRIBUTIONS
TO THE**

CTEVH "GIFTS AND TRIBUTE FUNDS"

will be used to improve services to the visually impaired.

Make checks payable to: CTEVH, and mail them to:

CTEVH Gifts & Tributes
741 N. Vermont
Los Angeles, CA 90029

Donor's Name, Address, Zip _____

In honor of:

In Memory of: _____

Acknowledge to (Name, Address, Zip) _____

All contributions to CTEVH are tax-deductible.

NEWS OF GROUPS

NEWS OF GROUPS

Most of the master transcriptions brailled by BEACH CITIES BRAILLE GUILD are given to Braille Institute; however, they did manage to transcribe some masters for Garden Grove Unified School District -- recreational reading books for junior high and high school students: a series of mysteries called ALFRED HITCHCOCK AND THE THREE INVESTIGATORS IN THE MYSTERY OF ... about three young boys and their detective agency. You may wish to contact Beach Cities group at P.O. Box 712, Huntington Beach 92648 or the Garden Grove Unified School District for copies of these transcriptions.

BRAILLE SERVICE, BERKELEY-WEST CONTRA COSTA CHAPTER, AMERICAN RED CROSS, is preparing bank statements in braille for a local bank each month. Are there any other groups offering this service?

Thanks to the last issue of TCT, the BRAILLE TRANSCRIBERS OF SACRAMENTO NORTH AREA sold a Perkins brailler just one week after it appeared for sale in TCT -- they think it's a great way to spread the word. If any group wishes to use this "grapevine" to keep equipment in circulation, just send TCT Associate Editor Julie Cormier (4301 Marshall Avenue, Carmichael 95608) the information.

Shirley Eller of the Sacramento North Area group has brailled a book of poetry for a professor of English at Santa Rosa Community College -- are there any others within our TCT area who may wish to have poetry transcribed into braille? Perhaps Shirley can be persuaded to do more of the good work!

The Sacramento North Area group has brailled THE WAGONS WEST series -- it consists of four novels about America's great expansion westward.

Chris Mackey of KINGS

TRANSCRIBERS LIBRARY has a Braille Decoder for sale (75¢ per copy -- stamps are acceptable). The Decoder is very useful if you are not a braille reader but from time to time receive communications in braille -- this little booklet will help you decode the braille. Each braille cell has been reduced to its numerical equivalent and then listed in numerical order so that you can find it easily and translate it into the corresponding print letter or letter combination.

At its June meeting LAGUNA HILLS TRANSCRIBERS welcomed new transcribers: Eleanor Biehle, Mary Davey, Beatrice Jaffe and Elizabeth Sorenson. TCT welcomes them also!

Edith Whitlock teaches literary braille transcribing classes for LEISURE WORLD BRAILLE TRANSCRIBERS, INC. She is also teaching several visually handicapped persons to read braille by touch, just the few characters needed for playing cards. She would appreciate suggestions on presenting the subject. Write to her at 1351 Pelham Road, Apt. 68-B, Seal Beach, CA 90740.

Leisure World braillists no longer offer music braille -- you may wish to note this in your copy of ALOCT.

Members of MONTEREY COUNTY BRAILLE TRANSCRIBERS really give their brailers a good workout -- in five weeks ten of them transcribed 25 volumes of MEASUREMENT & EVALUATION IN TEACHING for a graduate student at the University of Texas. Another rush order involves doing an Italian Military Glossary for a teacher at the Defense Language Institute. Great going!

You may be interested to know that some of the MT. DIABLO TRANSCRIBERS are brailing an updated copy of EXHAUSTIVE MAIN CONCORDANCE.

J. Jean McHuron, Co-Chairperson of OAKMONT VISUAL AIDS WORKSHOP, wrote to say that group is still doing "business" at the same old stand and will be happy to send a brochure and order blank to any teacher, new or experienced (notice that she did not say "old"). With belt-tightening going on, the workshop may be of greater assistance than ever as they make no charge for their items.. It takes a while to fill orders completely, but they keep at it until it's all sent. Let them know if they can be of help to you.

PENINSULA BRAILLE TRANSCRIBERS GUILD conducted a "training class" for the TRANSCRIBING MARINERS OF MARIN COUNTY and the PETALUMA BRAILLE TRANSCRIBERS. At the CTEVH Conference in March, one of the members from Marin remarked that their group would like to learn how to run a workshop. So, the Peninsula group invited them to listen to their volunteers explain the operations in office management as well as in the flow of braille activity. Their was a lively exchange of ideas and everyone felt that it was well worth the effort, as well as lots of fun. They are willing to repeat the session if any other groups in the Peninsula area are interested in "How to Run a Workshop".

At their annual general meeting in June, the Peninsula Braille Transcribers had the pleasure of having as speaker Johanna Wallace, Director of the Center for Independence of the disabled in Belmont. She has done a magnificent job in setting up this facility and in leading its ever-growing range of operations. Johanna is partially sighted.

Elinor Savage of the POMONA VALLEY TRANSCRIBERS GUILD would like to share an idea -- their Nemeth transcriber has a system worked out by which literary transcribers can assist in transcribing books needed in Nemeth Code. One needs to be familiar with the textbook format but doesn't need to know any Nemeth. If any literary braillists would be interested in this kind of work, contact Elinor Savage at 350 Andorra Way, Cathedral City, CA 92234, tel. 714-328-8003.

The Los Angeles Unit of RECORDING FOR THE BLIND, INC. has added a new service -- call them at 215-664-6102

if you have need for their computerized enquiry of books recorded. (Please note: they no longer offer reel-to-reel recording.) The RFB library now has approximately 57,000 recorded titles, more than 2000 added per year. RFB Headquarters will be mailing 82,000 free recorded textbooks in 1981-82 to waiting students.

SACRAMENTO BRAILLE TRANSCRIBERS are proud of members John and Peg Shepard who were chosen as "Senior Volunteers of 1982" by the Sacramento County Commission on Aging. Besides serving many hours with the braille group, they serve as Telephone Reassurance Field Volunteers at St. Paul's Center, Sacramento, calling isolated elderly persons seven days a week. They are volunteers also at the University of California Medical Center visiting patients, running errands, baking cookies, etc. To this they add eight hours a week each for the Hospice Program working with seriously ill patients and their families. They are very special people, they exemplify the spirit of volunteerism, and the Sacramento Braille Transcribers feel fortunate to have them as members.

SAN GABRIEL VALLEY BRAILLE GROUP has finished a college textbook on psychology for a student; they are completing a Spanish textbook for a student of Solano Community College in Suisun City; they are starting a French textbook for a UCLA student; and to top it all off, they do referral work for someone who works in El Monte on the hotline agency.

Rose Gross of the San Gabriel group reports that braille transcribing classes are not being offered in their community, so Rose and Edna Cullinane have undertaken to teach braille in their own homes to individuals. One of Rose's students is a young mother whose son became blind last year and she wants to help him with his school work; another of the students is a young man who is going blind and wants to learn braille again -- he learned braille several years ago when he found out that he was gradually losing his sight. Another student is a retired lady who is almost ready to apply for her LC Certification. Keep p the good work, Rose and Edna!

Ben Sanematsu, resource teacher for the Campbell Union High School District, has retired. He has been a good friend of the SIXTH DISTRICT, CALIFORNIA PTA, BRAILLE TRANSCRIPTION PROJECT. For his retirement, his wife Kimi presented him with a cherished gift -- letters from friends and associates spanning over 40 years. Sylvia Cassell and Charlotte Morgan brailled the letters and assembled them in book form.

One hundred sixty-five volunteers of the Sixth District PTA Braille Transcription Project manned a booth for 11 days at the Santa Clara County Fair, with many volunteers doing three or four stints. Each fairgoer was given an alphabet card and a proverb in Grade One braille which they were to decipher on their own. This is definitely above and beyond the call of volunteerism!

Spanish-speaking members of VOLUNTEERS OF SOLEDAD are busy recording Spanish text for the Monterey Bay Area Cooperative Library System. Every three months this group provides the thermoform copies of Doris Pontac's braille transcription of TCT. Our thanks!

The Soledad volunteers have a very good brailleur repair department (headed by the famous "Wild Willie") and they ask only for a \$10 donation plus the cost of brailleur repair parts. If you cannot make a \$10 donation in these inflationary times, send them what you can, or write to them -- they may repair your brailleur just for the cost of the parts -- they want to help you. Their address is: Volunteers of Soledad, C.T.F. South, P.O. Box 686, Soledad, CA 93960.

VOLUNTEERS OF VACAVILLE will celebrate its 22nd annual banquet on October 6 this year -- read "News of Groups" in the next issue of TCT and find out who has been named "Volunteer of the Year" for the Blind Project.

NEW OFFICERS FOR TRANSCRIBING GROUPS

Braille Transcribers, Sacramento North Area

Chairperson: Wanda Cope
6440 Grant Avenue,
Carmichael, CA 95608
Vice-Chairperson: Joan Renner
Secretary: Muriel Bright
Treasurer: Margery Kiml

Mt. Diablo Transcribers

New Group Address: 2116 Youngs Court
Walnut Creek 94596
Chairperson: Pauline Salerno
3073 Manzano Drive
Walnut Creek 94598
Vice-Chairperson: Millie Day
113 LaQuesta Drive
Danville 94526

Peninsula Braille Transcribers Guild

Vice-President
of the Board
of Directors: Lee Pence

Recording for the Blind, Inc. Los Angeles Unit

Studio Director: Mrs. Reginald Armour
(213) 664-5525
Chairman of
the Board: Mrs. Warner Heineman
(213) 664-5525

Sacramento Braille Transcribers, Inc.

Chairperson: Ernestine C. Russell
3338 Chesapeake Bay
Davis 95616
Vice-Chairperson: Edlyn Morton
Recording
Secretary: Marion Frazier
Treasurer: Barbara Childs
Corresponding
Secretary: Alma Robison
Coordinator: Lavon Johnson

Sierra Volunteers of the Blind

Chairperson: James White
Secretary: William Nachel

Volunteers of Soledad

Group Sponsor: Lt. Herb Matthews
Administrative
Coordinator: James Gregory
(408) 678-3951
ext 3195

BRAILLE TRANSCRIBING CLASSES

Berkeley:

Beginning October 8, 1982, on Wednesdays from 10:00 a.m. to noon at 2116 Allston Way, Room 204, Berkeley, with instructor Betty Wondra; for further information, contact Margaret Benedict, 2116 Allston Way, Berkeley 94704 (tel. 415/845-1430).

Castro Valley (San Leandro):

Continuous classes; for further information, contact instructor Dorothy Vallerga, 15361 Norton St., San Leandro 94571 (tel. 415/352-0522).

Costa Mesa:

On Mondays from 2:00 to 5:00 p.m. and Thursdays from 7:00 to 10:00 p.m. at Orange Coast College, 2701 Fairview Road, Costa Mesa, with instructor Norma Schechter; for information, call 714/556-5010.

Laguna Hills:

On Tuesdays from 9:00 a.m. to 12:00 noon at Laguna Federal Savings, 24038 Calle de la Plata, Laguna Hills, Laguna Hills, with Norma Schechter instructor; for further information contact Isabel Ast at 714/586-8516, or call Saddleback College at 714/831-4500.

Lon Beach:

On Mondays from 9:00 a.m. to noon at Long Beach City College, 4901 Carson, Lon Beach, with instructor Norma Schechter; for further information, call Don Schmalzried at 213/420-4272.

Los Angeles:

Beginning October 1982 on Thursdays from 10:00 a.m. to 12:00 noon at

Sinai Temple, 10400 Wilshire Blvd., Los Angeles 90024, with Hannah Jaffe, instructor; for further information contact Chairperson Beatrice Zeientz, (tel. 213/275-7546).

Ontario:

On Saturdays at the Ontario Public Library, with Rose Kelber instructor; for further information contact Rose at 538 W. El Morado Court, Ontario 91762 (tel. 714/986-5060).

Pacific Grove:

Textbook and literary braille classes on Mondays from 10:00 a.m. to 12:00 noon at St. Mary's By-the-Sea Episcopal Church, Pacific Grove 93950, with instructor Almira B. Davis. For further information, contact Chairperson Marjorie M. Brack, P.O. Box DF, Pacific Grove 93950.

Petaluma:

Continuing classes on Thursdays from 9:00 a.m. to 12:00 noon at McKinley School, Petaluma, with instructor Freda Z. King. for further information, contact Phyllis Deaton at 707/664-1430 or write to Petaluma Braille Transcribers, Inc., 1459 Magnolia Avenue, Petaluma 94952.

Sacramento:

Beginning September 7, 1982, on Tuesdays and Fridays from 9:00 a.m. to 12:00 noon at Visual Services Center, 2750 24th St., Sacramento 95818, with instructor JoAnn Noble; for further information, contact JoAnn at 6650 So. Land Park Drive, Sacramento 95831 (tel. 916/421-2029).

San Francisco:

Tuesdays from 9:00 a.m. to 3:00 p.m. at 1530 43rd Avenue, Room 19, San Francisco 94122. For further information, contact instructor Hilda Isles at 1390 Market Street, Apt. 2624, San Francisco 94102, (tel. 415/621-1933).

San Jose:

Beginning September 16, 1982, on Thursdays from 9:30 a.m. to 12:00 noon, at 101 N. Bascom Avenue, San Jose 95128, with instructor Bea Bowers; for further information, contact PTA Braille Project, same address (tel. 408/298-4468).

Santa Rosa:

Beginning September 7, 1982, on Tuesdays from 7:00 to 10:00 p.m. at the Santa Rosa High School, Room 134, with instructor Betty Scherfee; for further information, contact Betty at 707/542-3609, or Elvira Stone at 707/546-6930.

Seal Beach:

Beginning September 15, 1982, on Wednesdays from 2:00 to 4:00 p.m. at Clubhouse No. 3, with instructor Edith W. Whitlock; for further information, write to Leisure World Braille Transcribers, Inc., 1351 Pelham Road, Apt. 68-B, Seal Beach 90740.

Walnut Creek:

Beginning September 29, 1982, on Wednesdays from 7:00 to 9:00 p.m. in Walnut Creek with instructor Betty Osborne; for further information contact Dorothy Dutton, 586 Mt. Dell Drive, Clayton (tel. 415/672-6065).

INTERESTING TRANSCRIPTIONS

Beach Cities Braille Guild, Inc.
Press Department
Braille Institute
741 N. Vermont Avenue
Los Angeles, 90029

THE BREAST by Oliver Cope, M.C.
(no copyright given)

Braille Institute
Press Department
741 N. Vermont Avenue
Los Angeles 90029

BREATH OF THE SUN by Fernando Librado,
copyright 1980 (braille, 7 volumes)

THE RECORD COLLECTOR'S INTERNATIONAL DIRECTORY, by Gary S. Felton,
copyright 1980 (braille, 11 volumes)

YOUR NEW KIDNEY by Adrienne Burton,
R.N., M.S., copyright 1979 (braille,
1 volume)

KIDNEY TRANSPLANTATION AT UCSF by
Transplant Service, University of
California, San Francisco, no
copyright (braille, 1 volume)

RENAL TRANSPLANTATION by Oscar
Salvatierra, Jr., M.D., from American
Journal of Surgery, copyright 1981
(braille, 4 volumes)

PROBLEM SOLVING WORKBOOK #2 (Heath
Mathematics) by Immerzeel/Ockenga,
copyright 1981 (braille, 3 volumes)

PROBLEM SOLVING WORKBOOK #3 by
Immerzeel/Ockenga, copyright 1981
(braille, 4 volumes)

Laguna Hills Transcribers
Press Department
Braille Institute
741 N. Vermont Avenue
Los Angeles 90029

ACROSS THE PLAINS AND AMONG THE
DIGGINGS, by Alonzo Delano, copyright
1936

I SHOULD CARE by Sammy Cahn,
copyright 1974

THE LIVING PAST by Ivar Lissner,
copyright 1957

RALSTON'S RING by George D. Lyman,
copyright 1937

THIS WILD ABYSS by Galy Christianson,
copyright 1978

PENINSULA BRAILLE TRANSCRIBERS GUILD
340 N. Ellsworth Avenue
San Mateo 94401

FLAVORS OF MEXICO, Authentic Recipes
from South of the Border, by Angeles
de la Rosa and C. Gandia Fernandez,
copyright 1978 (braille, 7 volumes;
thermoform copy \$51.45; individual
recipes may be purchased)

SUNSET WOK COOK BOOK by the Editors of Sunset Books and Sunset Magazine, copyright 1978 (braille, 6 volumes; thermoform copy \$38.79; individual recipes may be purchased)

GARDEN COLOR, Annuals and Perennials, by the Editors of Sunset Books and Sunset Magazine, copyright 1981 (braille, 5 volumes; thermoform copy \$38.73)

Pomona Valley Transcribers Guild
Ontario Public Library
215 East "C" Street
Ontario 91764

CALCULUS WITH ANALYTIC GEOMETRY by Earl W. Swokowski, copyright 1977. (braille, available from N.B.A. Book Bank)

Sacramento Braille Transcribers, Inc.
2791 24th St., Room 7
Sacramento 95818
(916) 455-9121

PERPEPTUAL CALENDAR, YEARS 1803-2080 (braille, 32 pages; thermoformed bound copies \$4)

Sixth District, California State PTA
Braille Transcription Project
101 North Bascom Avenue
San Jose 95128

SPANISH SHORT STORIES by Richard H. Olmsted, copyright 1942 (brailled 1982); may be purchased or exchanged for Brailon; call 408/298-4468 for further information

Volunteers of Vacaville, Inc.
P.O. BOX 670
Vacaville, CA 95696

The following titles have been transcribed in tape. When ordering, stipulate whether you wish to purchase tapes or use on a loan basis. Also, indicate which playback speed you prefer: 3-3/4, 1-7/8 or 15/16 ips. All material available on reel-to-reel or cassette.

THE AQUARIAN CONSPIRACY, by Marilyn Ferguson, copyright 1980

THE CARDINAL SINS, by Andrew M. Greeley, copyright 1981

COMPLETE STORIES AND POEMS OF EDGAR ALLAN POE, by Edgar Allan Poe, copyright 1966

COMSTOCK LODGE, by Louis L'Amour, copyright 1981

THE EDEN PASSION, by Marilyn Harris, copyright 1979

THE ENCYCLOPEDIA OF AMERICAN CITIES, by Unibook, Inc., copyright 1980

THE HOUSE BETWEEN THE WORLDS, by Marion Zimmer Bradley, copyright 1981

PLANET OF EXILE by Ursula K. LeGuin, copyright 1982

RED DRAGON by Thomas Harris, copyright 1981

THE SNOWQUEEN by Joan D. Vinge, copyright 1980

THE THIRD DEADLY SIN by Lawrence Sanders, copyright 1981

SPECIAL REPORT

Willamette Valley Chapter of Volunteer Braille Services, Inc. (VBS)
Attention: Karolyn Eiseman
3165 Camellia Dr., S.
Salem, Oregon 97302

CAROUSEL COOKING FROM SHARP, copyright 1980

KEEP YOUR HEAD UP, MR. PUTNAM, by Peter Putnam, copyright 1952

COPING WITH SIGHT LOSS: THE VISION RESOURCE BOOK, by Mimi Winer and Fran Alexander

BASIC INSTRUCTION ON THE USE OF THE CRANMER ABACUS, by Margery Foster, copyright 1982

These transcriptions are available in braille and may be purchased or exchanged for brailon.

OUR SPECIALISTS SAY

ON MAKING CORRECTIONS

Of course there are very few of us today in the recording game who make mistakes; but come now, let's face it, upon rare occasions we DO make boo-boos. In such cases it behooves us to correct the mistake. This is not always easy to do when recording directly onto a cassette, but it is not impossible. Those who record on reel-to-reel machines, I am sure, are quite well-versed in making smooth and undetectable corrections.

If you have followed good recording practice in the first place, pausing one-and-a-half to two seconds between paragraphs, the going should be easy.

1. Locate the paragraph in which the mistake was made.

2. Listen to the paragraph so that you can get the same rhythm and about the same pace as in the original transcription.

3. Go back to the very end of the preceding paragraph and erase a small portion of the beginning of the offending paragraph.

4. Go to the end of the offending paragraph and (here's the tricky part) erase the ending words. Keep FIRMLY in mind that the erase head comes BEFORE the play and/or record head, so that you must stop the erasure before you hear the beginning of the next paragraph. For example, if "of the next paragraph" are the last words in the offending paragraph, listen until you come to the words "of the". Push in the Pause button, put the machine in the Record mode, release the Pause for the time it takes to say "next para-", STOP. Since the erase head precedes the record head, you should have erased "-graph", too. Play over the portion to make sure. This sounds a bit complicated, but with a little practice it

isn't as hard as it seems at first. You now have an area on the tape bracketed with silence in which you are to insert the corrected text.

5. You have, of course, noted the counter numbers at the beginning and the end of the area, haven't you?

6. Starting at the beginning of the area with the machine in play and the sound turned off, read the paragraph correctly. (If you leave the sound on, you will hear yourself and become so fascinated that you won't be able to say a word.)

7. When you come to the end, turn the sound back on and see how close to the beginning of the next paragraph you are. You will, naturally, tend to read the material a little faster than you did originally, so as to be sure to get it all in the provided space. Try to time it so that you will have nothing but a slight pause before the original recording picks up again. This is a must. If you go right up to the very end of the space, you will erase the beginning of the next paragraph; and then you'll have TWO paragraphs to insert. Practice a few times until you are sure you will get it right.

8. Go back to the beginning.

9. Put your machine in the Record mode and do it right this time.

10. Good luck!

Chris Mackey
Recording Specialist

LITERARY BRAILLE

Your Certification: A Major Accomplishment if it is YOUR Certification

Let's discuss the question of the proofreading of the certification Trial Manuscript.

What is the official word on this subject? The Instruction Manual for Braille Transcribing, by Dorf & Scharry, page 114, Sec. 101.f, states clearly:

"... the final manuscript should be the work of the student and no one else."

Some teachers, with Mrs. Dorf's approval, will pre-examine the first ten pages or so of a student's manuscript, just to determine if the student is ready for certification. They will tell the student, "Yes, this is definitely certification quality - continue working at it"; or, "No, you're not yet quite up to certification requirements - why don't you braille for another six months and try again later?" The student is NOT informed how many errors were found, nor what they were. It is, after all, THE STUDENT'S RESPONSIBILITY.

Unfortunately, there are other teachers who proofread student manuscripts once, twice, as many times as necessary to obtain a passing result, or use professional proofreaders. That's like giving a final exam and having the student re-write his wrong answers until he gets them right.

There's no need to get certified right after finishing the course. Most of my students are encouraged to braille a year or more first, with the security blanket of a professional proofreader during the interim, to be sure they produce quality braille on their assignments - and to learn from their mistakes.

In 25 years I've had only three students whom I encouraged to become certified right away. These three never had a wrong dot throughout the course, immediately followed by a dot-perfect "Only in America" or "Sauce for the Mongoose", followed by a dot-perfect "Dear Pearl Letter". (Ain't that revoltin'?) And yes, they went on to produce 100% manuscripts, never seen by anybody but themselves and the L/C proofreaders.

Need review materials to determine who is ready for certification? Library of Congress Circular 71-1 is an excellent quiz; this and other material may be obtained by asking Mrs. Dorf.

The Krebs "Dear Pearl Letter" is another excellent trial effort. In just four braille pages, it manages to cover most of the rules in the Code.

A certification that is the fruit of YOUR hard-won braille skills, and YOUR proofreading accuracy, means that your work can go directly from your hands to your reader's, free of braille errors. It means you can be an independent skilled worker. So be sure that certification is yours - really, truly YOURS.

Some More Helpful Hints

A Cell-Counter Strip for Your Brailier

Would you like a neat way to tell, instantly, what cell-number you're on? Just cut out the strip along the outer border of this page, and tape it along the edge of your Perkins, right near the dot-maker. Or,

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42

if you're not very tall, you may prefer to put it on the little shelf above the keyboard, right below the Carriage Lever (you know, the curvy thing you use to return the dot-maker to the beginning of the line).

A Wee Review on Foreign vs. Anglicized

DO USE ALL POSSIBLE CONTRACTIONS IN:

1. English words and phrases
2. Anglicized words (listed as entry-words in Webster's New World Dictionary, even though stated as foreign)
3. English or foreign names of people, books, places, etc., in English context

NO CONTRACTIONS IN:

1. Foreign words (not listed as an entry-word in the Webster's New World Dictionary)
2. Foreign phrases (not listed as an entry-phrase in WNWD)
3. English or foreign names of people, books, places, etc., in foreign context

What Do You Do With Four Print Dots?

We all recognize that three dots in print mean the ellipsis, which is most emphatically NOT three braille periods. But what about four consecutive print dots?

Sec. 7 of the Code (English Braille--American Edition) does not speak to this point. But Maxine Dorf (in the Instruction Manual for Braille Transcribing) and Bernard Krebs (in his Lessons in Braille

Transcribing) agree that it should depend on whether the preceding sentence is complete or incomplete. If it's a complete sentence, you braille: period - space - ellipsis - space. If it's an incomplete sentence, you braille: space - ellipsis - period - space.

A Brief Review of To Into and By Under the New Rules

Sometimes we forget quite how the new the new BANA rules work with to, into, and by.

First, forget all about the old rules that involved italics and/or capitals preceding and/or following them - this no longer has any bearing on their use or non-use. The "natural pause", also, has no bearing on their use or non-use.

Easiest thing to keep in mind is that under the 1980 BANA Revisions, these three contractions are ALWAYS CONTRACTED AND JOINED with ONLY TWO EXCEPTIONS:

1. If "to", "into", or "by" falls at the end of the braille line and is unable to join the following word, you may not contract; and
2. If ANY KIND OF PUNCTUATION INTERVENES between "to", "into", "by", and the following word, you may not contract and you may not join." Some examples:

The cabin we went to by the river was built by "The Woodwork/ers".

Day-by-day is the way he tackles most problems.

By Jove! The road we went by to get there was rugg/ed!

Divide the cookies into five equal portions.

You'll save space by contracting; here's how to begin.

Th/ink of all the effort we went to to make this clear!

We Love Getting Questions

Ann Kelt, of Walnut Creek Transcribers, wonders: in the word "riblets", do we use the "ble" contraction?

Nope, you can't use the "ble" sign in "ribblets". The Code (Sec. 34.b.(2) at the top of page 34) is specific about not using a contraction "where it would violate the primary division [what I call "the structural syllable division", pertaining to the grammatical structure of the word] between a prefix or a suffix and the base word."

A parallel word in the Krebs Problem Word List would be "sublet".

Diana Bledsoe, of Beach Cities Braille Guild, came upon an unusual elision in a Selection of Kipling's Verse: the word "in't" meaning "in it". Pronounced to rhyme with "hint" or "mint" Problem: Do you or don't you use the "in" sign?

This gets rather sticky, as "in" may be either a whole word or a part-word in the English language, and the rules are not the same for the two usages.

In this instance, the "in" is actually a part-word, and as such should be contracted: in't

(Think about what happens with a singular: step-in, where you may not use the in-sign. But as soon as you refer to the plural: step-ins, the "in" is a part-word and hence is contracted.)

Back to our problem, though: you must carefully examine the print, to see if it is spaced. What we had was the elided word "in't" (like "don't" etc.). If, however, the author had put a space between, as: in 't, there would have been no question at all; the whole-word "in" would have been standing alone, and as such there would have been no problem about contracting it.

Norma L. Schechter
Literary Braille
Specialist

★ ★

GREEN KREBS NOW READY

As you will read elsewhere in this issue ("President's Message"), CTEVH is now the sponsoring agency for the distribution and future publication of the Krebs print books, TRANSCRIBERS' GUIDE TO ENGLISH BRAILLE and LESSONS IN BRAILLE TRANSCRIBING.

We assume you're all working with the most recent edition (1974) of the invaluable TRANSCRIBERS' GUIDE (popularly called "the Green Krebs", or "the braillist's bible"). There will not be another new edition until the present BANA Literary Braille Committee has completed its current round of planned changes.

Meanwhile, to bring the existing books up to date with the current changes that BANA put into effect in the fall of 1980, there will be two ADDENDA published by CTEVH (one for the GUIDE, one for the LESSONS).

The ADDENDUM to the GUIDE is now ready, so we are ready to ship. Send orders to "CTEVH - Krebs", Braille Institute of America, 741 N. Vermont, Los Angeles, CA 90029. Cost will be \$4.00 per copy (including the ADDENDUM). The ADDENDUM is available separately, for those who already own the 1974 edition, for \$1.00. Checks should be made to "Braille Institute - Krebs". The ADDENDUM for LESSONS will be ready soon and will be priced the same as the GUIDE.

Norma L. Schecter, CTEVH
Literary Braille
Specialist, and Chair,
Krebs Revision
Committee

The m is an abbreviation; no period applies to the m; therefore, you must use the English letter indicator, regardless of the fact that the m immediately precedes a sign of comparison.

The code says that if there is some doubt as to whether a period applies to an abbreviation, you should assume that it does apply. However, you can often tell from context that a particular author is not using periods with any abbreviations. In this case, just because a period follows an abbreviation at the end of a sentence, you could not say that there is any doubt. Look at the following text of an actual book:

2. One side of the picture frame is 64 cm long. How far is it all the way around the outside of the frame?
3. The mass of a small box of raisins is 14.1 g. How many of these boxes of raisins are in the plastic bag?
4. A fuel tank holds 178 L of fuel. How much will it cost to fill the tank if it is already half full?

Looking at problems 2 and 4, we can see that the author does not use periods with the abbreviations cm and L. (Examination of the rest of the text reveals a consistent lack of periods with other abbreviations, as well.) Therefore, we must conclude that the period after the abbreviation g in problem 3 is sentence ending and does NOT apply to the g; therefore, the English letter indicator must be used with this g, just as if the period were not present.

To reiterate, abbreviations have lives of their own, and decisions as to the use or non-use of the English letter indicator with abbreviations consisting of a single letter or short form combination DO NOT CONFORM WITH THE RULES FOR USE/NON-USE OF THE ENGLISH LETTER INDICATOR WITH SINGLE LETTERS WHICH ARE NOT ABBREVIATIONS.

Consider the following comparisons:

Mr. A. Jones

The A. is an abbreviation; it has a period which applies to it; the English letter indicator is not used.

A.

B.

C.

These are identifiers of itemized material; they are not abbreviations; the English letter indicator is used.

1000 g = 1 kilogram

The g is an abbreviation; it does not have a period which applies to it; the English letter indicator is used.

$x = y$

The x and y are not abbreviations; since each immediately precedes or follows a sign of comparison, the English letter indicator is not used.

We measure in meters (m) ...

The m is an abbreviation; it does not have a period which applies to it; the English letter indicator is used.

Solve for the unknown: (x) ...

The x is not an abbreviation; since it is in direct contact with a sign of grouping on both sides, the English letter indicator is not used.

Joyce Van Tuyl
Braille Mathematics
Specialist

ABOUT TCT SUPPLEMENTS...

Some TCT Supplements are still available in print, as indicated below. Prices given represent a suggested contribution to cover the cost of production and are not subject to sales tax. In order to defray the expense of handling (postage, etc.), a flat 75¢ charge is added to each order, regardless of size. Orders should be sent to:

TCT Mailing Chairman
741 N. Vermont Ave.
Los Angeles, CA 90029
(Make checks payable to CTEVH)

BOOKS ABOUT..., by Ruth Lowy; 1971

An extensive bibliography on visual problems, other impairments, eugenics, and social studies.

60¢

TRANSCRIBING LESSONS: DIACRITICS, by Norma Schechter; 1971

An introductory lesson on the brailing of glossaries and dictionaries.

30¢

SYLLABICATION IN FOUR OF THE ROMANCE LANGUAGES, by Betty Smith; 1972

Suggested aids for Latin, Italian, Spanish, and French; basic syllabication rules of these languages themselves. Useful both to transcribers and to language students.

25¢

DBPH PUBLICATIONS, by Norma Schechter and Helen McMoyler; 1973

A compilation and description of useful and interesting publications available from the Library of Congress DBPH. Indexed.

60¢

BOOKS FOR INDIVIDUALS WHO READ BRAILLE, LARGE TYPE, OR TAPE RECORDINGS, by Ruth Lowy and Fred Sinclair, 1968; Revised by Ruth Lowy and Fred Sinclair, 1973.

Procedures and services for those who must obtain their own transcribed reading matter.

75¢

HOW TO DO RAISED-LINE DRAWINGS, by Frances Rosenberg; 1974.

Clear, easy-to-follow instructions for the beginner in the field of Math illustrations in embossed form.

30¢

THE NBA MANUAL FOR LARGE TYPE TRANSCRIBING, RECONSIDERED, by Marian Wickham and Ruth Lowy; 1975. Some comments, thoughts, additional suggestions, corrections.

60¢

A CHECK LIST OF PHONETIC SYMBOLS, by Betty Smith; 1974

An easy "alphabetized" listing which makes it easier for the transcriber to locate and identify phonetic symbols and their braille equivalents.

30¢

CONFERENCE

XXIII



CONFERENCE REPORTS

GENERAL SESSION

WHAT DO WE KNOW AND WHAT DO WE NEED
TO DO IN THIS PERIOD OF CRISIS

Geraldine T. Scholl
The University of Michigan



[Note: The content of this paper is based on presentations and discussions during a Special Study Institute for leadership personnel in the education of the visually handicapped held in Washington,

D.C., February 18-21, 1982. - GTS]

There is little need to belabor the point that we are in trouble in the nation in general, in education, and in special education. The evidence is all around us: in the newspapers, on television, in our relationships with our superiors and those we supervise as they and we become more pressured; and in our dealings with our clients - the parents and children we serve who are likewise pressured by events often beyond their control.

When faced with a problem situation, we tend to respond in one of three ways: we become depressed, accept that we can't do anything about it, withdraw from the unpleasant situation, and usually end up doing nothing. Or we become complacent, deny that the problem exists, or pretend it will go away and attempt to go along with business as usual in spite of the deterioration we see around us. Or we adopt a problem-solving approach: we identify and accept the realities, analyze the parameters of the problem, formulate alternative solutions, and select the one that holds the greatest promise of success. This alternative requires us to first know what the problem is and then to work out the most appropriate solution. It relies on reason and creativity. It is this approach that I suggest we take today, and the remainder

of the paper will summarize the problem - the what we know and then suggest solutions - what we need to do.

What Do We Know: Problem Delineation

The problems we face as transcribers and educators of the visually handicapped are related to those in our nation today, in education, and in special education. Let us examine these areas more closely.

We are in a state of economic crisis nation-wide, in fact, we might say world-wide. There is a serious gap between the amount of money available from public funds through taxes and the amount required to support programs for those in need, such as those we serve. There is massive unemployment brought on in large measure, some experts tell us, by greatly inflated wages that result in high priced products that cannot compete with imports produced at a considerably lesser cost; and by poor workmanship that, due to a variety of causes, results in defective products which are rejected by consumers as being inferior. Realistically, economists tell us the recession is not going away in the immediate future.

At all levels: national, state, and local, the general public expresses a lack of confidence in the ways in which those of us involved with programs supported through public funds are being responsible stewards of those funds. The daily news includes numerous accounts of millage defeats, legislative cuts, budget reductions, refusal to pay taxes, and dishonesty, even among our leaders in special education. In this fiscal crunch, the persons in greatest need become easy targets partly because they are frequently unable to speak for themselves. Clearly from an economic standpoint we are in trouble.

Education is under attack on all fronts: from the general public, from the community, from parents, from our own products, and from segments within the educational system itself. The general public tells us we should reduce costs which usually means to cut out art, music,

special education, the number of administrators, but of course not athletics. At the same time, the general public wants schools to cure delinquency, instill ethical and moral values, and remediate deficiencies in home and family training, as well as provide a nutritional program for their children. Community employers criticize schools because we are producing defective products: unable to read, spell, write a decent sentence, and generally lacking good work habits; and there is no system of recall for our defective products. Some parents want schools to teach their children all that they have failed to teach them; others want schools to be babysitters in addition to teachers; still others demand a back-to-the-basics approach. The wide divergence of parental expectations is leading to the rapid growth in some states of private schools where parents can select an educational program which meets their children's needs more effectively and over which they think they have greater control. School districts which initiate alternative programs usually cut these first in this period of declining resources, even those which have proven successful. We are not without criticism from our products. They blame us for their lack of motivation, for not providing them with skills necessary to succeed in further education or in employment, and have been known to file malpractice suits against us.

Teachers are special targets for criticism. Some school districts have developed "hit lists", teachers who are identified as being in need of further training or, more bluntly stated, who are incompetent. The education section of the February 7, 1982, issue of the New York TIMES proclaimed the headline: "Teachers in the Hot Seat." The article reported that 18 states now require teachers to take competency tests, such as the National Teacher Examination, to demonstrate teaching competence.

Although we special educators would like to think we are above reproach because of our dedication to the students we serve, we, too, are targets for criticism and have made many mistakes.

During the 1970s special educators jumped on the bandwagon of the generalist or noncategorical approach. Teachers were prepared and certified to teach all handicapped pupils, regardless of their disability level; children were served within their home school under the guidance of a single teacher in a potpourri program for children with a variety of visual, hearing, physical, mental, social, emotional, and learning problems and varied combinations thereof. We are reaping the results of that movement today, and attempts to return to our former more sane and effective categorical approach are difficult to achieve.

We are under special attack at the national level with Public Law 94-142 for several reasons. First of all, during hearings prior to the passage of the law, we told Congress that 12 percent of the school population was in need of special education programs and services. After four years, our national percentage is eight percent. What happened to the remainder? Part of the problem lies with the unduplicated count required for the annual report of states to the Department of Education. Itinerant teachers serve many children who are enrolled in special classes for other disability groups and thus are counted with that disability group rather than with the visually handicapped. Some school administrators have ineffective child-find programs because they are reluctant to initiate programs for the hard-to-serve child, who is most frequently lost. But these are facets which are difficult to explain to Congress. In addition, we have become lax about bringing our newly-elected senators and representatives up-to-date regarding the need for special education, especially for the low incidence handicapped.

We made other promises, too. We advocated mainstreaming within the regular school setting. What we neglected to say was that mainstreaming, especially for visually handicapped pupils, will not succeed unless there are adequate support services. School administrators not trained as special educators immediately

considered mainstreaming as cost-effective: place all visually handicapped pupils in a regular classroom and provide them with itinerant services, or preferably no services because they are being given their equal educational opportunity by being in the regular class. The result for us is overloaded itinerant teachers, gaps in the continuum of services within the service delivery system, and many poorly served visually handicapped pupils.

We further said we would make these handicapped pupils self-sufficient so that they would become tax-paying, rather than tax-receiving, citizens. What we neglected to consider was that in periods of high unemployment, the handicapped, together with other minority groups, will be the last to be employed and the first to be discharged. Thus, many of our graduates from the past few years are still in need of public support through no fault of theirs. We also failed to say that many of our pupils, because of their multiple handicaps, may always be in need. Our aspirations for some must be limited to the acquisition of sufficient self-care skills which will make them as independent as possible and less in need of assistance from aids in an institutional or group living situation and able to occupy their time more productively through some more or less meaningful activity. We implied that we could, through P.L. 94-142, make all handicapped pupils independent in living and self-supporting, something we cannot possibly deliver.

What Can We Do

What can we do in the face of these almost overwhelming conditions? Do we become like turtles and pull in our head and limbs, thereby sinking into a state of depression? Do we imitate the ostrich and hide our heads in the sand so that what we don't see can't harm us? Or do we carefully and methodically develop a plan of attack that will enable us to survive during this period of declining resources? Assuming that we all wish to follow the third alternative, what can and should we do? We must first decide which

problems we can solve or help to solve, and which we must either accept as reality or rely on others more powerful than we to solve.

We probably can do little to close the gap between the supply of money available for human services and the critical demand; that is, unless we could all become instant, philanthropically-minded billionaires. We, likewise, can do little to solve the massive unemployment problem, particularly when many of us do not know whether our program will be cut next, making us join the ranks of the unemployed. We can, however, write our president, senators, representatives, governors, and state officials expressing our view on priorities and what they should be. We can be advocates for those in need and urge that public funds be expended to help them.

We can also do something to stretch our resources while still maintaining high quality:

1. Without too much effort and soul-searching, every person in this room could identify at least a half-dozen ways we could save money in our daily operation: fewer memos, and thus less paper and secretarial time, if we are administrators; better preplanning for our itinerant services to conserve time, personal physical energy and fuel in driving; where it is possible and just as effective, use of the telephone rather than direct contact for some activities, or conference calls instead of expensive meetings that require travel expenses. We can also learn to make more effective use of our own time through better planning and ordering of priorities. We can show responsible fiscal constraint.

2. We can tap into the private sector for funds: Lions Clubs, other service organizations, parent groups and local businesses, corporations, foundations. Remember a specific, well-defined and documented request will yield a greater pay-off than a vague, general request. Involvement of volunteers from those groups mentioned above in your community likewise increases the chances of obtaining funds. Use such individuals on advisory committees, as

adjuncts to program services, as advocates on your behalf with the general public and their companies. A word of caution: we must keep in mind that the private sector cannot possibly fill the void left by the current drastic reduction in federal funding, in spite of the president's optimistic hope that it can.

3. We can tap into volunteerism. If we are serious about implementing this alternative, we must ask ourselves these questions: Why is there a need for the volunteer? What do we want a volunteer to do; that is, what is the job description? What does the volunteer have that we need, e.g., what skills? What do we need in order to utilize volunteers effectively, e.g., our resources and management system? What can we do for them? Where is the best place to recruit the kind of volunteers we need? The success of the volunteer transcriber program is probably due in large measure to the well-defined role they play as unpaid employees in our programs and to the recognition of them as members of the support team. Related to this issue is the need for us to encourage our students to be volunteers and be of service to others as well. This, too, should be included in their training.

4. We can develop cooperative arrangements with community agencies and organizations, with general education personnel and with other special education teaching and support personnel so that we can increase our pool of resources. We should sit down with these persons to discuss available resources that can be shared, to identify new ways of interagency cooperation, and above all, to develop mutual respect for each other's contributions to the service delivery system.

As educators, we should be concerned about improving the image of education. We can put our own house in order as follows:

1. We can demonstrate that we are accountable for delivering high quality services by maintaining a system of ongoing program evaluation that

includes: a clear statement of the philosophy and objectives of our program, a complete description of the nature and needs of our pupils, and a carefully thought-out program designed to meet these needs.

2. We can direct our efforts toward improving our own competencies through professional development activities and through working with our colleges and universities to insure that appropriate competencies are being included in preservice preparation programs. For teachers who may be lacking in skills, especially new teachers, we can provide a support system that will enable them to grow professionally and become competent teachers.

As special educators, we have some critical tasks ahead:

1. We must become political creatures at the national, state, and local levels. The attacks on Section 504 and the cut-gut and block attacks on P.L. 94-142 last year and again this year mean that we must redouble our efforts at selling special education. Many of our currently serving senators and representatives are unfamiliar with the background of P.L. 94-142. We must get to them, or preferably to their staff member assigned responsibility for keeping them informed on educational issues, and educate them about our needs. We must continue writing to them about our concerns and thanking them when they support our issues.

At the state and local levels we have a similar task. In general, state and local categorical funds are viewed negatively, and special education is considered by many as an expensive luxury of benefit to a very limited number of children. In addition, we have a small group of activists, frequently parents, in some places who make unreasonable and unrealistic demands on the system. To deal with these, we must develop our own assertive techniques. With patience we can win their cooperation to work with us rather than against us on the attainment of common goals. The use of other parents

as advocates may also be effective in dealing with these hard-to-reach groups.

2. We must join forces and develop cooperative arrangements with other regular and special education groups and with parent and consumer groups in the pursuit of common goals. We must work together and share the resources we each possess.

3. Disillusion with the generalist approach is of increasing concern to other special education groups. We must join them in stemming that tide and in insuring that each categorical group receives an appropriate education with teachers knowledgeable about their special education needs.

Finally, here are some suggestions for us involved in the education of visually handicapped pupils:

1. We must be clear about our objectives in their education; identify critical elements in the educational program that must be included for a quality program and become advocates to insure the inclusion of those elements in our service delivery system.

2. We must become professionals ourselves, willing to undertake programs of professional development for our own growth. We must support and become active in our professional organizations.

3. We must develop skills to function as advocates and change agents. These are new roles for many of us but are necessary if we are to maintain a high level of quality services, which can only be done through interagency cooperation to maximize our declining resources. We must accept this challenge of moving in new directions.

4. Our residential schools and private community agencies serving the visually handicapped must become a vital part of the service delivery system. Agency programs for children can supplement the school program by providing after-school, weekend, and summer programs that will help to develop daily living and recreational skills and perhaps even some

academic skills. The school day is too short to provide experiences to meet all the educational needs of our visually handicapped pupils. The residential school must become the "resource room" for public school programs through providing professional development for teachers, short-term placement of pupils during the school year to help them acquire a specific skill, use of their teachers as consultants, and through sharing of resources. The doors in-and-out of programs must swing both ways. We must make creative use of all available resources. Coordination and cooperation in use of resources provide the only way we can survive and deliver quality services.

5. We need to become more involved and aware of how we can make the most effective use of the resources available from our national agencies: American Foundation for the Blind, American Printing House for the Blind, The Library of Congress, National Society to Prevent Blindness, National Braille Association. We should communicate our needs to these groups so they can modify and adapt their programs to provide us with better opportunities to utilize their resources.

Summary

The message we are getting is clear: the fact of declining resources is not going away. Therefore, we must adapt and change: our roles, attitudes, programs, even ourselves, in order to respond to the challenge. We must identify new resources to complement our programs. We must cooperate, to work together, and to draw closer to others, such as parents, rehabilitation workers, consumers, in order that we can enable our pupils to become as self-sufficient, independent adults to the maximum extent of their capabilities. Above all, we must stop feeling sorry for ourselves and bemoaning the current state of affairs. Instead we must embark on a program of planned action and change, and face the future optimistically.

CONFERENCE REPORTS

REPORTS FROM CONFERENCE XXIII (Los Angeles, 1982)

(Workshops Nos. 5, 6, 12, 21, 23, 26, 34, 38, 41, and 42 are reported here; other workshops were reported in the Summer issue. Any remaining reports will be published in the Winter issue.)

INTRODUCTION TO TEXTBOOK FORMAT, Workshop #5

(Leader: Billie Anna Zieke, Technical Assistant to VH Program, Garden Grove USD; Teacher, Textbook Code, Orange Coast Community College; Panelist: Norma Schechter, CTEVH Literary Braille Specialist)

Topics Covered

- Permission to braille; filing of intention forms
- Mark book with special problems noted
- Title page: how it differs from Literary Code
- Volume sizes
- Page number and what are Preliminary Pages
- Footnotes
- Textbook pagination

Questions Raised by Participants

- Q. When will the Textbook Code be available?
- A. They have been on backorder for some time.
- Q. When will Green Krebs be updated?
- A. (See elsewhere in this issue. - Ed.)

CHANGING THE BEHAVIOR OF NON-ASSERTIVE VISUALLY IMPAIRED INDIVIDUALS: HOW CAN VH TEACHERS HELP THEIR STUDENTS?, Workshop #6

(Leaders: Rona Harrell, VH Teacher, Office of Los Angeles County Supt. of Schools; Felice Strauss, VH Teacher, Long Beach USD)

Topics Covered

Rona Harrell introduced the workshop by explaining why the presenters felt that teachers of the visually impaired need to help their students become more assertive in their interactions with others. Without effective communication skills, even those students with academic and vocational skills will not be able to utilize

them to their fullest potential. Felice Strauss started the workshop by defining the concept of "learned helplessness" and suggested how the VH teacher can avoid contributing to this phenomenon in their students. The long range psychological implications were discussed and specific ideas were given to discourage helplessness and passivity.

Next Rona explained the components and philosophy behind assertiveness training. It rests on a foundation of respect for one's self and others. She then distinguished between assertive, non-assertive, and aggressive behaviors. Examples of three different responses to the same situation were offered. The audience received a handout on assertive, non-assertive, and aggressive situations and responses.

Felice then discussed awareness and exploration of feelings which are at the foundation of being assertive. She gave very specific ways to begin getting students to be more comfortable expressing their feelings. The use of Magic Circle, journal writing, the Ungame, sentence completion, etc., were offered. Felice then discussed the extreme importance of nonverbal communication messages. These are messages that many visually impaired people are unaware of and must be taught. Five components of assertive behavior were reviewed: (1) facial expressions, (2) eye contact, (3) gestures, (4) voice, (5) dress. Exercises and methods to use in developing these skills in the visually impaired student were offered. Handouts on body language, exercises for working on gestures, and a social perception scale were provided. The need to make VH students aware of the impact of their body language was stressed.

Rona Harrell continued the workshop by giving concrete suggestions on assertiveness techniques that can be taught to VH students. She described techniques for initiating conversations, the broken record technique, the content-process shift, dealing with anger, negative inquiry, and the use of effective assertive statements.

Rona then described the Complete Communication process and the steps involved which can be used in preparing students for an uncomfortable or fearful interaction before they actually go into the situation. Rona and Felice roleplayed a VH student and a VH teacher preparing for an interaction between the blind student and a new regular class teacher using complete communication steps. The audience was then asked for suggestions in developing the steps for an interaction with a rehabilitation counselor. The workshop concluded with further suggestions in which roleplaying of complete communication and the assertiveness techniques could be practiced with VH students. Examples such as job interviews, dating, getting sighted assistance on mobility, telephoning, handling teasing, etc., were discussed.

(The audience's attentiveness and positive response to our workshop indicated to us that we have addressed an area that needs a great deal more attention in the VH curriculum and one that many people see as a problem and yet do not know what to do about it. We hope we offered some concrete solutions to begin tackling the development of assertive behavior in VH students and to teach them more effective ways to communicate.)

MECHANICS OF BRAILLE MUSIC, Workshop #12

(Leader: Georgia Griffith, Braille Music Chairman, NBA; Panelist: Bettye Krolick, Immediate Past Braille Music Chairman, NBA)

Topics Covered

Discussion of the New Rules for Popular Music

Explanation of Rules

Presentation of Examples in an Original Song

Discussion of Reminder Ties

Statement of Rules

Presentation of Example From Actual Music

Discussion of the Braille Music Comma

Reading of the Rules

Example of When to Use the Music Comma

Example of When Not to Use the Music Comma

Discussion of Thumbs in Organ Music

Presentation of a Print Example With a New Sign for Changing Thumbs

Presentation of the Braille Equivalent

Discussion of Classical Guitar Format

Explanation of Print Signs

Explanation of Braille Equivalents

Discussion of Rules and Format

Questions Raised by Participants

- Q. If the first measure on a line has a tied note after an in-accord, where does the reminder tie belong?
- A. The tie is placed after the in-accord.
- Q. Have the readers seen this popular format?
- A. Yes, the format was field-tested for three years.
- Q. If the print copy shows crescendo lines and also the word crescendo, can the word be omitted to save space?
- A. No, transcribers are not editors, and they must braille what they see.
- Q. How do you write the time signature 4-1/2 over 8?
- A. It is written #4-1/2 followed by a lower-cell 8.

- Q. Should dot 3 follow an x which indicates an x-shaped note if the next character has dots on the left side of the cell?
- A. Yes, whenever a word-sign is used, the sign which follows is separated from the music by dot 3, if the first music sign contains dots 1, 2, or 3.
- Q. Should a transcriber's note be used when x-shaped notes are shown in print?
- A. Yes, but it should be brief; it should read "x-shaped notes", or some similar short phrase.

Sources of Aids and Materials

Georgia Griffith
Rear 4 Furry Court
Lancaster, OH 43130

OPTACON POTPOURRI, Workshop #21

(Leader: Jackie Wheeler, North American Coordinator, Telesensory Systems, Inc.;
Panelist: Rose-Marie Swallow, Professor of Special Education, California State University, Los Angeles)

Topics Covered

- Introductions - information as to name, school, students' Optacon teaching experiences, successes and problems
- Optacon teaching time savers
- Materials
- Problems/solutions
- Vocational examples - discussion plus slides and attachments
- Videotape - reading music with the Optacon
- Surveys overview
- Discussion - California survey

THE IMPORTANCE OF MASTERING BASIC SKILLS FOR VISUALLY HANDICAPPED STUDENTS, Workshop #23

(Leader: Philip N. Mangold, Resource Teacher for VH, Castro Valley USD)

Topics Covered

The majority of time during this workshop was spent sharing a wide variety of methods of teaching basic skills. The enthusiasm of the group indicated a need for teachers to exchange solutions to common problems. Listed here are some of the topics discussed (a wide variety of solutions were suggested):

1. When should braille material be underlined?
2. When should braille material be used in regular classrooms?
3. How valuable is the abacus when teaching mathematics?
4. When should the slate be introduced?
5. How should the resource room be organized?
6. How can students best organize their notebooks?
7. How can the long cane be utilized by students on and off campus?
8. What are the advantages and disadvantages of tutoring students?
9. How can a teacher help students to mainstream themselves?
10. How can teachers most effectively use behavior modification techniques?
11. What are the advantages and disadvantages of using a tape recorder as a note-taking device?
12. How can one best support regular teachers, and encourage them to give realistic grades?
13. What is the advantage of teaching the one-handed approach to the talking calculator?
14. What are some methods of teaching signature writing?
15. How important are map skills?
16. How can teachers promote participation in areas such as physical education and industrial arts?

It was evident from the discussion that teachers need an opportunity to share common problems and collectively arrive at possible solutions.

NEMETH BEGINNERS, Workshop #26

(Leader: Joyce Van Tuyl, CTEVH Braille Mathematics Specialist, Math Area Representative and Computer Notation Specialist, NBA)

Topics Covered

- Use and non-use of contractions
- Format, in general
- Format for displayed, linked expressions

NEMETH RAP, Workshop #34.

(Leader: Joyce Van Tuyl, CTEVH Braille Mathematics Specialist, Math Area Representative and Computer Notation Specialist, NBA)

Topics Covered

- Abbreviations: spacing; use/non-use of English letter indicator; punctuation with
- Left superscripts
- Boldface brackets
- Double vertical bars
- Use of optional space and comma in super/subscripts; non-use of same in modifiers
- Division of expressions
- Format for itemized material
- Left superscripts in spatial computation problems

- Non-use of fraction indicators in "horizontal" fractions
- Complex fractions
- Discrimination of displayed, linked material requiring/not requiring special margin requirements
- Number lines

TEACHING PARENTS HOW TO TEACH, Workshop #38

(Leader: Linda Hebdon, VH Teacher, Los Angeles Unified School District; Panelists: Richard Bagley, VH Teacher, Santa Monica-Malibu USD; Lisa Tong, Low Vision Technician, Center for the Partially Sighted; Kathy Blakemore, Attorney, Los Angeles Community Office for Protection and Advocacy; Rayna Rodriguez, Parent Education and Bilingual Advisor, Los Angeles USD; Recorder: Phyllis Nuszer, Los Angeles USD)

Topics Covered

Ms. Hebdon is an educator in Los Angeles City Schools. She has been an advocate of parent rights for many years. Ms. Hebdon, as chairperson, opened the workshop. She discussed the rationale for parent inservicing. Parents need to know about their child's disability and its affect on their child's education. They need an opportunity to share feelings and learn to accept their child's disability. Parents should know what's going on in the classroom.

Ms. Hebdon also discussed the rationale for parent education. Parents need to be able to confer with someone who works with their child objectively. They need practical answers for the difficulties involved with their children. They need to know that they are not alone.

Parent-teacher cooperation is important. Daily calls, letters to parents are important. These should not always be negative. Discipline should be consistent in school and home. Include parents in the IEP process as much as possible. Ms. Hebdon also gave some suggestions on how to teach parents. Invite them to observe in class, send home articles on teaching reading, have brochures available, send home suggested activities, explain professional jargon. Ms. Hebdon concluded by showing several books on self image and parenting.

The second speaker was Rick Bagley, an educator in the Santa Monica schools. He discussed the meaning of success which he feels is being independent. Attitudes are the basis of success. The attitude toward the visually handicapped is often negative. "They are doomed to a sightless life." They may be over-protected, which has its positive and negative sides. Teaching parents and children to have the right attitude is hard. Ways of helping VH to change attitudes about themselves is to get involved in activities such as sports or performing arts. Try to educate other children about the VH program. Mr. Bagley feels that doing simulations of blindness is not important. Mr. Bagley concluded by saying VH children should be encouraged and pushed.

Kathy Blakemore, attorney with the LA Community Office for Protection and Advocacy, was the next speaker. She said that the way the law is stated now, there is no definition of what an appropriate education is. Ms. Blakemore mentioned how frightened parents are of mainstreaming. They are also very intimidated by the IEP process. Suggestions for making it more comfortable were: involve parents in setting

the date, tell them ahead of time about some of the basic areas which will be covered, make the physical setting comfortable. Ms. Blakemore said that major changes are planned in 94-142. There will be a block grant for special education funds. IEPs will be eliminated. Mainstreaming will only be done when appropriate for children and other children in the school. Due process will be handled by the Board of Education. In conclusion Ms. Blakemore said parents and teachers need to work on strategies together.

Rayna Rodriguez, Advisor for LAUSD in Parent and Bilingual Education, started off by speaking in foreign language to illustrate how non-English-speaking parents feel in meetings. A discussion followed on ways to make parents feel comfortable. Some suggestions were: use interpreters, smile, shake hands, use eye contact, introduce parent to everyone at meeting, talk directly to parent, and offer something to drink. For getting parents involved in groups, give a personal call and start a telephone tree - one parent calling another. Ms. Rodriguez concluded by discussing how most Hispanic parents view schools. They have a great deal of respect for education and feel that teachers know it all. They are anxious for information. Fathers have the most difficulty in dealing with a handicapped child. They will probably not participate in parent groups.

Lisa Tong from the Center for the Partially Sighted was the final speaker. Ms. Tong talked about the importance of doing inservices for parents in the use of visual aids. She went over some definitions of various visual problems and types of aids. Ms. Tong said that as children mature, they have different feelings about using aids. They should not be forced to use them. Let them participate in the decision. It helps make them more responsible for the aids.

As the reporter for this workshop, I found it very enjoyable and full of useful information for starting a parent group. The audience reaction was very good, with a large number of educators interested in starting their own parent groups. Several parents were also present and seemed pleased with the workshop.

Questions Raised by Participants

- Q. What can you do if educators and parents have totally different ideas of what should be done with a child?
- A. A hearing will view the situation. Parents have the final rights.
- Q. How do you start a parent program when the district won't support it or allow it?
- A. Do all the work yourself without any help from the district.
- Q. In a particular district if the IEP calls for expensive equipment, the district doesn't want to have to pay for it. What can be done about it?
- A. It may need to be taken through a complaint procedure. Discuss what is needed first and then the program that will fulfill this need.

Sources of Aids and Materials

Handouts are available from: Linda Hebdon
Prairie Street Elementary
17930 Prairie Street
Northridge, CA 91324

TEXTBOOK FORMAT FOR LOWER GRADE WORKBOOKS, Workshop #41

(Leader: Billie Anna Zieke, Technical Assistant to VH Program, Garden Grove USD, Teacher of Textbook Code, Orange Coast Community College; Panelist: Donna Coffee, Braillist, Office of the Tulare County Supt. of Schools)

Topics Covered

- Workbooks should be consumable!
- The CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES, 1977 does not speak to the majority of the problems encountered in workbooks K-8.
- The advice and directions given for the sample worksheets were the opinions of the Panel and, therefore, not official.

Questions Raised by Participants

- Q. Why doesn't the Code speak to workbook problems?
A. Write to members of the BANA Committee for Textbook Format.

SERVING MULTIHANDICAPPED VISUALLY IMPAIRED PERSONS: A CLOSE LOOK AT ALTERNATIVE RESIDENTIAL SETTINGS, Workshop #42

(Leader: Peggy Campbell, Teacher of Deaf-Blind, La Mesa-Spring Valley Elementary School, Former Principal, SPED Program, Foundation for the Junior Blind, Los Angeles; Panelists: Barbara Green, Rehabilitation Teacher, Lions Blind Center, Oakland; Gayle Hodge, Supervisor of Orientation and Mobility, Center for Living Independence for Multihandicapped Blind, Sierra Madre; Mary Ann Malinak, Living Skills Teacher, Living Skills Center for Visually Handicapped, San Pablo; Alan Puzarne, Director, Therapeutic Living Center, Pasadena; Maureen Reardon, Teacher, California School for the Blind, Fremont; Sharon Sacks, Teacher, California School for the Blind, Fremont)

Topics Covered

Each participant took 10-20 minutes to explain his/her program. Some had slide presentations (T.L.C. and Living Skills Center); all participants had handouts or brochures about their programs available to audience. Specific questions were answered at the conclusion of the presentations at individual tables set up by panel participants - panelists discussed and compared various aspects of their programs during the presentations. One main topic stressed was that teachers of day classes should put more emphasis on self-help and practical daily living skills - also vocational skills and training.

Questions Raised by Participants

- Q. What (if any) programs were available to school-age children?
Q. What are monthly costs of keeping a student in various programs?
Q. What is the duration of stay in a particular program?
Q. What services are offered, such as speech, mobility, O.T., P.T.?

EXECUTIVE BOARD 1982-83

President: Leah Morris, 3928 Sunny Oak Rd., Sherman Oaks 91403
Vice-President: Robert Dodge, 65 Linaria Way, Menlo Park 94025
Secretary: Donna Coffee, 2926 Cornell, Visalia 93277
Treasurer: Evelyn Falk, 4445 Colbath #106, Sherman Oaks 91423

BOARD OF DIRECTORS

Term Expires

Aikin Connor, TCT Editor, 721 Capitol Mall, Sacramento 95814	1983
Jane Corcoran, 400 Old La Honda Rd., Woodside 94062	1983
Robert Elford, 4097 39th Ave., Oakland 94619	1985
Jim Fisher, 760 East Robinwood Lane, Fresno 93710	1984
Lillian S. Gardner, 7046 Park Manor, No. Hollywood 91605	1985
Lynne Laney-Milo, P. O. Box 995, Georgetown 95634	1985
Sally Mangold, 20102 Woodbine, Castro Valley 94546	1983
Stanley Olivier, 21801 Roscoe Blvd. #247, Canoga Park 91304	1985
Cathy Rothhaupt, 2424 Roslyn Way, Sacramento 95825	ex officio
Fred L. Sinclair, 721 Capitol Mall, Sacramento 95814	ex officio
Jane O'Connor Verhage, 741 N. Vermont Ave., Los Angeles 90029	1984
Billie Anna Zieke, 2115 W. Judith Lane, Anaheim 92804	1984

CTEVH SPECIALISTS

Braille:

Literary	Norma Schechter, 8432 Northport Dr., Huntington Bch. 92646	714/536-9666
Mathematics	Joyce Van Tuijl, 150 Giffin Rd., Apt. 5, Los Altos 94022	415/941-7452
Music	Elinor Savage, 350 Andorra Way, Cathedral City 92234	714/328-8003
Tactile Illustration	Jane Corcoran, 400 Old La Honda Rd., Woodside 94062	415/851-2122
Textbook Format and Foreign Language	Elizabeth C. Smith, 1920 Notre Dame Ave., Belmont 94002	415/592-4982

Large Type and Enlarged Drawing:

Marian Wickham, 1027 Gilman Dr., Colma 94015	415/588-1073
--	--------------

Recording:

Chris Mackey, 202 W. Grangeville Blvd., Hanford 93230	209/582-4843
---	--------------

CTEVH PAST PRESIDENTS

1957-1959	Betty Brudno
1959-1961	Irene Hawkinson
1961-1963	Helen Pattillo
1963-1965	Ethel Schuman
1965-1967	Claire Kirkpatrick
1967-1969	Rose Kelber
1969-1971	Elizabeth Schrieffer
1971-1973	Carolyn Card
1973-1975	Jane O'Connor Verhage
1975-1977	Fred L. Sinclair
1977-1978	Joyce Van Tuijl
1978-1980	Bill Briggs
1980-1982	Cathy Rothhaupt

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-1963	Betty Brudno
1964	Ethel Schuman & Kathryn Allen
1965-1969	Ruth S. Lowy
1970-1975	Norma Schechter

Historian: Donna Coffee

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Mrs. Elizabeth Schriefer, Awards Chairperson
751 El Encino Way
Sacramento, California 95825

My check in the amount of _____ payable to CTEVH is enclosed for
pin _____ charm _____. (The cost of a 10K gold pin or charm is \$25.50,
including postage and handling. Gold-filled pins may be purchased for
\$10.50 each.)

Name (Mr.) (Mrs.) (Miss) (Ms.) _____

Address (including Zip) _____

Guild or Affiliation _____

BRaille (Library of Congress Certification required)

Literary braille pages. _____
Nemeth braille pages _____ times 5/4 equals _____
Music braille pages _____ times 5/4 equals _____
TOTAL braille pages (Qualifying: 5000 pages) _____

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours). _____

LARGE TYPE PAGES (Qualifying: 10,000 pages). _____

SPECIAL SERVICE HOURS (Qualifying: 1000 hours) _____

(Educators, Guild Administrators, Professional Transcribers, Binders,
Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille
Transcribing shall receive 50 hours credit for each pupil successfully
completing a braille transcribing course, with proportionate hours
credited for a pupil who does not complete a course.)

Verifying signature of
Group Chairperson or Administrator _____

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues \$8.00: New/☐Renewal/☐Life Membership (\$150)/☐. Check payable to CTEVH.

NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____.

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVENUE
LOS ANGELES, CA 90029

LIFE MEMBERS

Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Lillian S. Gardner
William Gerrey
Georgia Griffith

Russell M. Kirbey
Bernard Krebs
Mabelle McMahon
Miriam Nelson
Evelyn B. Olgiati
Barbara Rubin

Norma Schechter
Virginia Shibue
Elizabeth C. Smith
Susan Van Dehey
Billie Anna Zieke

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

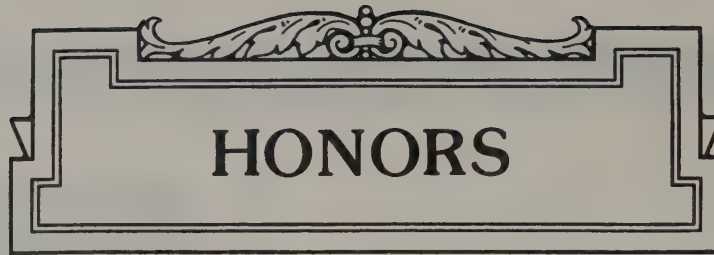
MOVING? PLEASE LET US KNOW!

gnd



**THE
CALIFORNIA
TRANSCRIBER**

WINTER 1982



HONORS

LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

Marion Cooksey
Santa Cruz County Transcribers Guild

Bonnie L. Dennis
Temple Beth-Am Transcribing Class

Dorothy Guy
Monterey County Braille Transcribers, Inc.

Evelyn Hood
Santa Cruz County Transcribers Guild

Margaret Olney
San Fernando Valley Braille Transcribers Guild

Florence Y. Callahan, El Toro
Thomas C. Chewing, Laguna Hills
Kathleen E. Coffin, Tiburon
Eileen V. Crispino, San Mateo
Frances J. Fenn, Hemet
Cleona E. Jorgensen, Seal Beach
Edna A. Knipper, Walnut Creek
Mary M. Maxwell, San Anselmo
Aldia M. Semek, Lafayette
Jean C. Slottow, Belvedere
Claire R. Timmons, San Bernardino
Marjorie L. Waters, Los Gatos
B. E. Woolf, Los Angeles
NLS Update



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

WINTER 1982

CONTENTS

Volume XXV, No. 4

INSIDE STORY

President's Message	128
Meet the Board	129
Treasurer's Report	131
How to Order your copy of TRANSCRIBER'S GUIDE	132

SACRAMENTO FILE

News from CDHS	134
--------------------------	-----

GENERALLY SPEAKING

The Position of English Braille in Nigerian Schools	Paul M. Ajuwon	136
New Service in San Francisco		139
Dot Writing, Newly Revised Edition		139

NEWS OF GROUPS

News of Groups	140
New Officers	141
Braille Transcribing Classes	142
Interesting Transcriptions	142

OUR SPECIALISTS SAY

Facing the Foe - Formidable Format	Joyce Van Tuyl	144
How to Beep Without a Beeper	Chris Mackey	148
Tactile Illustrations	Jane Corcoran	149
Literary Potpourri	Norma L. Schechter	150
Large Type	Marian Wickham	154
Music Braille	Elinore Savage	155

CONFERENCE XXIII

GENERAL SESSION

Empowering: A Dynamic Model Robert Oberlander, Ph.D. 159

CONFERENCE REPORTS

VH Teachers and Volunteer Transcribers, Workshop #2	163
Principles of Geometric Construction, Workshop #7	164
Some Microcomputer Applications for the Handicapped, Workshop #9	165
APH Update, Workshop #11	166
Highlights of Braille Music, Workshop #20	167
Enhancing Visual Functioning Through Low Vision Aids, Workshop #25	167
Vision Services for Multihandicapped Visually Impaired Students, Workshop #27	170
Creative Applications of Paperless Braille, Workshop #30	171
The Teacher's Role in Concept Development for VH Students, Workshop #31	171
Computer Notation Problems, Workshop #43	172

Editor: Aikin Connor
Associate Editors: Julie Cormier, Fred Sinclair
Typists: Margie Ancel, Karen Kotowski, Nancy Chu
Layout: Margie Ancel
Braille Transcription: Doris Pontac
Tape Recording: Volunteers of Vacaville
Editorial Board: Betty Schriefer, Barbara Rubin

© 1982 by California Transcribers and Educators and the Visually Handicapped, Inc. All rights reserved. No part of this periodical may be reproduced without the consent of the publishers. Printed in the U.S.A.

INSIDE STORY

PRESIDENT'S MESSAGE

A few weeks ago (October 2-3, 1982) your Board of Directors held its Fall meeting at the Red Lion Inn, San Jose, the site of our 1983 Conference.

This hard-working group consists of 15 members, elected for three-year terms. In addition to these, there are four ex-officio members: the immediate Past President, the CDHS representative, the TCT Editor, and the Awards Chairman.

The Board meets once in the Fall in October at the site of the following year's Conference. This is a two-day weekend session at which they discuss the adoption of the following years' budget, By-Laws changes, if necessary, and any other matters vital to our growing organization. The other two meetings are held during the Conference.

These 15 must be prepared to serve on the Executive Board (President, Vice-President, Secretary, and Treasurer) and other committees such as Nominating, Finance, Membership, By-Laws - Committees necessary to insure that CTEVH functions smoothly.

A must qualification is a one-year's membership prior to an election. Along with this must is an enthusiasm and willingness to give of one's self to fulfill the purposes for which CTEVH was formed.

Directors are reimbursed for their fare and lodging, if necessary for the October meeting, so there is no personal financial burden involved.

The Board tries to keep an equal representation not only geographically but also between transcribers and educators.

New faces and fresh ideas are always welcome, so if you have any qualified candidates to suggest, please don't hesitate to contact Donna Coffee, Nominating Committee Chairperson (See Report . . ., this issue).

So that you can meet the current members of the Board, thumb-nail sketches of these Directors will start appearing in this and ensuing issues of TCT.

I'd like to thank the Board for a great meeting and especially Jane Corcoran for making the arrangements which had unexpected problems since the hotel had only opened the day before our arrival.

Until next year. Happy Holidays to all of you.

Leah Morris



BETTY SCHRIEFER

in early '83 and plan to retire in June of that year.

I'm a true native---a third generation Californian, born in Stockton, CA. Lived in Modoc County in the northeast corner of California most of my early life. Also spent some time in Sacramento, Crockett, and Quincy, CA.

After working a bit and shortly after starting college, World War II broke out and I joined the WAVES. Following some advanced training at Hunter College in New York and Oklahoma A&M College in Stillwater, I was assigned to a Censorship Office smack in the middle of Texas! I was one of 15 WAVES assigned to San Antonio for censoring of telephone calls, telegrams and press releases between the United States and Mexico.

Not incidentally, San Antonio is where I met Ray Schriefer, an Air Force pilot from St. Louis, MO., and in October, 1945, when he returned from Europe, we were married in the home of friends in New Orleans, LA. After spending a year in St. Louis, I finally persuaded Ray that California was the place to raise our children and we've lived in Sacramento since November, 1946. Our two children, Craig and Christine were born in Sacramento and both are currently southern Californians.

In 1957, when I'd done my bit with the PTA, been a Den Mother, Brownie Leader, etc., I began looking for an outlet on a somewhat different level. Purely by accident, I got into the first braille class offered in Sacramento and took to it like a duck to water. This was precisely the time when San Juan Unified School District had decided to integrate all the school-age blind students into the regular classroom. I worked as a volunteer for over 2 years, preparing lessons, books, etc. on week-ends with school braillewriters - there was a 6-9 month waiting period for brailers at that time. In the 1961-62 school year I was hired by San Juan as a brailist and worked in Schweitzer School for one year. I was then asked to set up and oversee the Braille Center for the district. I will complete 20 years with the district

In the late 1950's, Braille Transcribers, Sacramento North Area was formed and I served as its first full-term President. I have remained active in and devoted to this small select group. After the death of Josephine Santirfo, the original teacher of braille transcribing for Sacramento, I took over the teaching of her north area classes and have continued in that capacity for about 11 years.

I joined CTEVH in 1958 and was first elected to the Board in 1965. Served as Secretary in 1967-68 and as President from 1969-71. I have served as Awards Chairman from 1972 to the current date, and in 1974-75 filled an unexpired board term for Thelma Revelle. I served as Co-Arrangements Chairman for the combined CTEVH-NBA Conference in San Francisco in 1972 and again for CTEVH in 1975 in Sacramento. In 1981 I was Chairman for the 22nd annual conference, once again in Sacramento.

I am current President of the Board of Directors for Volunteers of Vacaville, Inc. I have served on their board for almost 12 years.

When I took that course in braille 20 years ago, I had no idea how braille transcribing and all the related activities would dominate my life. The most wonderful part of my entire CTEVH experience unquestionably is the long list of marvelous friends and acquaintances I've acquired during my affiliation with the organization.

Elizabeth (Betty) Schriefer
Awards Chairperson

AIKIN CONNOR

I am not a native Californian but in company with millions of others, have chosen to live here rather than in my native state (Texas) or in any of the several other states I have lived previously.

I went through public schools in San Antonio and graduated in Music Education at Southwest Texas State Teachers College (now SWTSU). After some years of teaching in Texas, Maryland, and Kentucky and being a stock and commodities broker, I returned to graduate school at the University of Kentucky, receiving the Master of Music degree in music theory. Deciding to study for the doctorate at the University of the Pacific, I came to California in 1963. Teaching in the conservatory at UOP while pursuing the degree, I finished in 1967 and moved to Los Angeles and UCLA for post-doctoral study in educational research and technology.

After several years on the UCLA staff in educational research, I joined the staff of the American Association of Community and Junior Colleges in Washington, D.C. Although I achieved some level of adjustment to Washington and the East Coast, I never really forgave myself for leaving California. So I returned.

Working with Fred Sinclair and with handicapped students has allowed me to make a full-time commitment to work I had done off and on since my college freshman days, when I began reading for blind students as a volunteer. Among the current miscellaneous activities that relate to my work is participation on the Board of Directors for the Volunteers of Vacaville and the Volunteers of Soledad. I also am on the national committee for the Handicapped of the National Micrographics Association.

Participating with CTEVH as Editor of The California Transcriber and as a member of the board has been a very special privilege and pleasure for me. I

am absolutely convinced that nowhere in the world can you find as many first-rate people working so hard to contribute so much of themselves to others merely for the satisfaction of doing so.

Aikin Connor
TCT Editor

THE FIRST STEPS: HOW TO HELP PEOPLE WHO ARE LOSING THEIR SIGHT

The staff of Peninsula Center for the Blind believes you will find our new book, THE FIRST STEPS: HOW TO HELP PEOPLE WHO ARE LOSING THEIR SIGHT, useful in your work with families of visually impaired people.

Since most families know little or nothing about how blind and visually impaired people can live independently, they often do not allow a newly blinded person to be self-sufficient. Or they may push the person too soon to try new skills he may not want, or even need, to learn. They usually ask basic questions: "Should my mother use a white cane?"

The seven staff members of Peninsula Center for the Blind who wrote THE FIRST STEPS include orientation and mobility instructors, rehabilitation teachers and a social worker. They have compiled the information most commonly needed by the members of the general public who want to be truly helpful to a severely visually impaired relative.

THE FIRST STEPS contains concrete information, practical suggestions, many pictures and no professional jargon. It is a new resource which will prove invaluable to families and friends.

FINANCIAL STATEMENT AS OF JUNE 30, 1982

Cash on Hand - January 1, 1982 \$36,711.63

Receipts - 1/1 - 6/30/82:

Awards	\$ 25.50	
Dues	8,722.00	
Gifts and Tributes	65.00	
Interest Income	1,823.33	
Life Memberships	450.00	
Monographs	16.70	
Conference - 1982	10,909.50	
Miscellaneous Income	1.50	
		<u>22,013.53</u>
		<u>\$58,725.16</u>

Disbursements - 1/1 - 6/30/82:

Awards	\$ 24.93	
Audit and Taxes	5.00	
The California Transcriber	1,665.70	
Mailing Expense	703.00	
Conference - 1982	11,362.56	
President	83.01	
Secretary	16.52	
Treasurer	83.09	
Membership	272.33	
Historian	3.45	
Board of Directors	53.64	
Nominating Committee	12.22	
Policies and Procedures	1.65	
Specialists	20.00	
Special Service Projects	1,749.94	
		<u>16,057.04</u>

Cash on Hand - June 30, 1982 \$42,668.12

Cash Reconciliation:

Checking Account (5 $\frac{1}{4}$ %)	\$ 9,252.49	
Life Membership Account (6%)	814.48	
Life Membership Account (12%)	2,110.83	
Savings Account (5 $\frac{1}{2}$ %)	10,490.32	
C/D (13.170%, due 10/11/82)	10,000.00	
C/D (12.711%, due 11/20/82)	10,000.00	
		<u>\$42,668.12</u>

Conference Recap:

Receipts - 1981	\$ 800.00	
Receipts - 1982	<u>10,909.50</u>	\$11,709.50
Disbursements - 1981	522.28	
Disbursements - 1982	<u>11,362.56</u>	<u>11,884.84</u>
Net Receipts		<u>(\$175.34)</u>

Evelyn Falk
Evelyn Falk, Treasurer

HOW TO ORDER YOUR COPY OF
TRANSCRIBERS' GUIDE TO ENGLISH BRAILLE (Bernard Krebs)

At first it seemed a simple matter, but, as sometimes happens, the simple matter soon grew horns and became fraught with difficulties. In other words, the information appearing in Fall TCT regarding the procedure for ordering the "Green Krebs" (TRANSCRIBERS' GUIDE TO ENGLISH BRAILLE by Bernard Krebs) was not correct. (To those who trustingly followed this misinformation, we apologize.) The following is the new, improved version which we believe is correct, genuine, and altogether authentic.

Only prepaid orders will be accepted; sorry, we don't have the bookkeeping staff to handle purchase orders, nor can we accept "consignment" orders with books being returned for credit. However, if a book is returned within 30 days, credit will be given for it.

Your envelope should be addressed:

<p>Jean Transcriber 1234 Main Street Anytown, CY</p>	<div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<p>CTEVH - Krebs - Bookstore c/o Braille Institute 741 North Vermont Avenue Los Angeles, CA 90029</p>	

Your check should be written:

First Local Bank of Anytown Anytown	No. <u>101</u> Date <u>31 Feb. 1985</u>
Pay to the Order of <u>Braille Institute</u> \$ <u>4.00</u>	
<u>Four and no/100</u> Dollars	
For <u>Green Krebs</u>	<u>Jean Transcriber</u>

This \$4.00 includes the most recent edition of the "Green Krebs", PLUS the 1982 Addendum.

If you already have the 1974 edition, and need only the Addendum, the Addendum by itself is just \$1.00 per copy. Order as you would the whole books, but specify "Addendum only".

If you will need the Addendum in braille (Thermoformed and stapled), please send your request, together with your \$1.00 check payable to Braille Institute to the following address:

Mrs. Carol Morrison
Braille Transcribing Coordinator
Braille Institute of America
741 North Vermont Avenue
Los Angeles, CA 90029

FOREIGN (NON-U.S.) BRAILLISTS: Since postal rates vary widely from country to country, as well as varying with the passage of time, if you wish to order the TRANSCRIBERS' GUIDE with Addendum, please add \$1.00 per book for postage. The Addendum by itself will not require additional postage.

REPORT FROM NOMINATING COMMITTEE

The Nominating Committee (Donna Coffee, Jim Fisher & Lynn Laney-Milo) is pleased to present the following names for election to the Board of Directors with a term beginning March of 1983 and expiring March of 1986. Election will be at a general session at the March Conference in San Jose.

Robert Dodge; Resource Teacher,
San Mateo County Schools (2nd term)

Jane Corcoran, Transcriber, 6th
District California PTA Braille
Transcription Project, North
Branch (2nd term)

Maureen Reardon, Educator, School
for the Blind, Fremont (1st term)

Joan Levy, Transcriber, Santa
Barbara (1st term)

Jean Adams, Transcriber, 6th
District California PTA Braille
Transcription Project, North
Branch (1st term)

Is there someone in your group who you feel would make a good board member? If so, check to see if he/she is willing to serve and, if so, submit the name to Donna Coffee, 2926 Cornell, Visalia, CA 93277. Prospective board members must have been a CTEVH member the year preceding election, and be willing to attend a board meeting in October (at the following year's Conference site) and a board meeting during Conference. Partial expenses are paid for the October Board Meeting. Being a board member can be rewarding and exciting and I'm sure there are many unknown CTEVH members who could really contribute their ideas and energies to the organization. If not this year - how about next year?

SACRAMENTO FILE

REPORT FROM CDHS

During the fall months staff members of CDHS have worked diligently, as always, responding to school requests for source information on materials, aids, and equipment appropriate for their handicapped students.

Activities of the unit which have required unusual attention include staff efforts toward clearing the availability of newly adopted textbooks, coordinating special media production of new books, and above all implementing the program for acquiring new equipment for visually handicapped students made possible through the appropriation of \$850,000 provided in SB 1325. (More about this, below.)

New Textbook Adoptions

The three series of mathematics textbooks adopted by the state board of education and selected for distribution in braille and large type - Macmillan Series M, c. 1982, Heath Mathematics, c. 1981, and Mathematics In Our World, Addison-Wesley, c. 1981, have all been in production by our volunteer transcribers and commercial agencies and are being distributed to schools by the state textbook warehouse as requisitioned. Some braille texts received only in part at the warehouse were held for completed volumes, and students did without their books for periods of time. By policy, the warehouse generally has not shipped partial books to schools. However, in response to special requests directed to Dr. Robert Howe, Curriculum Frameworks and Instructional Materials Unit, partial books can be sent to schools. The production lag posed for new adoptions continues to cause delays in the delivery of materials.

Textbooks in reading and literature have been adopted by the state board of education and selected for

delivery for schools in braille and large type for the fall of 1983 include Ginn Reading Program, c. 1982, Harcourt Brace Jovanovich, Bookmark Reading Program: Eagle Edition, c. 1983, Series R: Macmillan Reading, c. 1983, and Odyssey: A Harcourt Brace Jovanovich Literature Program, c. 1982.

We are delighted that many of these will be available from American Printing House for the Blind in both media and that volunteers have come to our rescue in producing masters for those titles which are not available from other sources. Commercial agencies will be producing those large type copies not already available from the Printing House.

We hope that our early efforts to make these new adoptions available by September will eliminate some of the problems caused by the production lag.

CDHS staff expresses sincere thanks to our many volunteers who assist with, not only the new state adoptions, but also the many textbooks which are adopted by local boards of education.

APH Allocation 1982-83

In mid-October CDHS was notified by APH that the 3,623 legally blind students enrolled in California public schools were accepted for federal quota. This number means a public school allotment to the state of \$442,349.08 on a student per capita of \$122.09. Three hundred sixty-nine legally blind students enrolled in nonpublic schools have generated a nonpublic school quota allotment of \$45,052.94. The total number of blind students in public and nonpublic schools, 3,992, is the largest identified by a single state and represents approximately 10.4 percent of the total blind students registered with the American Printing House. These figures do not include the additional 90-plus

students registered by the California School for the Blind in Fremont. By now, registering school systems will have received statements of accounts established for them by CDHS. Please note that accounts have been established by this office for only those school systems who registered students last January. Because some school systems have discontinued VH services, and others have merged with or dropped out of special education local planning areas, and students have transferred or are being serviced through new offices, the quota accounts which have been established will, undoubtedly, be changed.

School personnel are invited to contact CDHS with information which would affect the redistribution of the quota allotment to students through these accounts.

Special Equipment Acquisition Program

CDHS staff members have spent countless hours reviewing equipment request forms submitted to us by school personnel. Our efforts to identify the equipment needs of students through field input have presented us with a list of equipment items ranging from simple magnifiers through very complex computer systems with multisensory output communication devices and terminals. How exciting and what creative opportunities they could provide our students!

The volunteer review committee of experts within the field and CDHS staff is doing its utmost to provide something appropriate for every VH student, but as you review the following summary of requests, you will understand why some of the items must be delivered by Santa via Braniff Airlines!

One hundred thirty-two schools sent in 332 requests for equipment. Costs per item ranged from about seven dollars to nearly ten thousand.

The total estimated cost for items requested was over one and a quarter million dollars, with a mean cost per application of over \$3,600. The mean cost per school was nearly \$10,000 and the per capita cost nearly \$190.

There were 67 requests for various models of closed circuit TVs, 31 requests for Viewscans, 46 enlarging copiers, 74 typewriters, 11 computers (with accessories), 24 paperless brailers (both Versabrailles and Microbrailers), eight Optacons (with various accessories), six electric brailers, and 10 Mowat Sensors. Other requests include beep soccer balls, Copeland Coloreaders, Telereaders, Sonicguides, voice synthesizers, Thermoform Duplicators, cassette recorders, a talking microwave oven, talking clocks, and a host or two of other items. (But no partridges in pear trees!)

Fred L. Sinclair, Director
Clearinghouse Depository
for Handicapped Students

GENERALLY SPEAKING

THE POSITION OF ENGLISH BRAILLE IN NIGERIAN SCHOOLS

Introduction

What I am about to enunciate in this paper represents partly an unbiased reaction to a statement on braille code in Nigeria made by Norma Schechter in the Summer, 1982 issue of THE CALIFORNIA TRANSCRIBER (see inkprint edition, p.51) and, more fundamentally, a concise attempt to educate the international audience about developments in blind education in our country. The comments, criticisms, and suggestions of readers are solicited.

To say that Nigerian visually handicapped teachers teach their students both English and American braille as a means of creating uniform access to brailled materials is, in my opinion, not entirely correct. In the first place, teachers and students alike, do agree that at the moment, there is no problem encountered in getting an adept reader of the English braille code to decipher any book in American braille. Secondly (and a fact of more historical relevance), the early introduction and subsequent application of the English braille code in Nigerian residential schools for the blind (though few in number) has succeeded to inject a high degree of uniformity and consistency amongst visually handicapped persons. Consequently, we have been spared "the battle of the dots" that generated so much resentment and animosity among special educators in Europe and America in the late 19th and early 20th centuries.

How Did it All Begin In Nigeria

Historically, the first residential institution for the blind started in 1953, in Gindiri Plateau State. A handful of missionaries from England, together with a number of concerned Nigerians, took the significant but practical measure in making lives more meaningful, dignified, and productive for the few blind boys and girls whom they could rally round to form the nucleus of

the School for Blind Children, Gindiri. The "spill over" effects of the astounding success in this singular humanitarian endeavour were subsequently felt in other parts of Nigeria where similar institutions sprang up for catering for the educational and social needs of the many hitherto neglected blind children.

Two of such schools that followed the Gindiri example were the Oji River Special Education Centre, Anambra State, and Pacelli School for Blind Children, Lagos. (In the case of the latter, the Federal Government of Nigeria had constructed the needed infra-structures but had to bring in a caretaker administration under the Sisters of Charity from the Republic of Ireland.) So it was that in these and other schools, European teachers imparted their philosophies to these blind children, including their idea of the English braille code, and that was that!

Since the inception of these schools, instruction in braille reading and writing has remained a vital aspect of their curricula. Initially, the European teachers taught the skill by themselves, but later, enthusiastic Nigerian men and women saw the need to contribute their quota and requested training abroad, notably in the United Kingdom, to acquire the knowledge and skill involved.

So it can be seen that all along, the propagation of the philosophy of the English braille code has been pursued in a systematic manner, leaving no question in the minds of aspiring young blind Nigerians as to whether or not other "brand(s)" of the braille code existed, or whether such alternative(s) could be better studied and applied. In any event, there was virtually no room for any competition for several years. The English braille code became implanted in the minds and fingers of our blind children, many of whom also had to resort to reading books from the Royal National Institute for the Blind, London. Shelves in the libraries of all the schools for the blind were in no time covered with books and periodicals from England and Canada, thereby helping to reinforce the code in use.

The Situation in the Late '60s/Early '70s.

The monopoly that the English braille enjoyed amongst visually handicapped Nigerians appeared threatened with the rapid contacts established by blind persons themselves, and their institutions, with publishing houses and blind pen-pals in the United States.

An inevitable thrust in this direction was the integrated system of post-primary education which began to gain popularity and acceptance amongst teachers of the blind in the mid-60s. The impetus created by this philosophical change in the education of the blind placed an unbelievably high demand for books in various subject-matter areas. Although the National Library Service for the Blind and Physically Handicapped, of the Library of Congress, was, and still is, unable to furnish overseas readers with its stock of brailled books, our eager Nigerian students sought the services of zealous volunteer braille transcribers based in the United States for the transcription of books in law and economics, French, literature, and history, to mention but a few. As a result, books printed in American braille became part of our "living" knowledge, a phenomenon which is still observable amongst visually handicapped persons even till today.

Some Personal Reflections.

Are there dangers in being exposed to this dual code system? some of you might ask at this juncture. Having been closely involved with the two systems (firstly, as a pupil at Pacelli School for Blind Children, Lagos, and secondly, as a teacher in training at George Peabody College for Teachers, Nashville, Tennessee), I feel obliged to throw some light on this issue to correct whatever misconceptions you might have. Please pardon my very personal reference here.

While still a teacher trainee at George Peabody College for Teachers I had to demonstrate my proficiency in braille reading and writing in order to fulfill college requirements. That meant of course "unlearning" the British code that had become part and parcel of me for several

years. The process was inevitable because Peabody requirements call for complete mastery of and excellence in reading and writing the American way. The high pass grade standard initially staggered me, but after spending a few days combing the pages of "Programmed Instruction in Braille" by Ashcroft and Henderson, my anxiety and apprehension soon subsided.

In the few days at my disposal to prepare for the test, however, my attention became focused on certain principles unique to American braille. The profuse use of dot six, the preference accorded "ar" over "ea" when they occur medially in words, the rigid application of rules of grammar to syllabication/division of words at the end of braille lines, and (what I considered most enigmatic) the divergent British and American policies in braille mathematics and science notations, were fundamental issues to grapple with at that material time.

My success in that proficiency test did not justify the apprehension I had felt for the American code prior to taking the examination. What I am implying here is that an efficient reader of English braille should experience no difficulty in handling books embossed in American literary braille. It is also my conviction that a revision of the braille curriculum in our schools would not be considered absolutely pressing or justifiable if the sole purpose were to accommodate the American code. Rather, in my opinion, a well-organised and systematic tutelage in the British code would suffice to enable our blind readers to use American books.

The Search for a Compromise.

Whilst B.A.N.A. and B.A.U.K. continue to deliberate on ways and means of harmonising the two existing code systems, it need be stressed that every encouragement be given them in this difficult task. In advocating for a compromise, I am compelled by economic, technical, and cultural considerations, rather than mere sentiment. To start with, it is my considered opinion that capitalisation indication could be

Television for the blind? It's an idea whose time has come. Broadcast Services for the Blind (BSB), in cooperation with KQED and PBS will begin simulcasting a special audio description of NOVA when the new season of this award-winning science program premieres on Tuesday, October 12 at 8:00 p.m. on Channel 9. (NOVA is reshown without simulcast on Sundays, beginning October 17th at 6:30 p.m. on Channel 9.)

Interlaced with Nova's regular audio program, a narrator describes the video images, thus allowing the visually handicapped person to "hear" the video. This unique service is available only to BSB listeners, using special, closed-circuit receivers. These receivers are loaned to more than 1,000 visually impaired people currently, and more than 100,000 San Francisco Bay Area blind and print-handicapped residents are eligible to use them.

The audio description simulcast of NOVA through BSB, on the sub-channel of KPFA radio, signifies a pioneering step in making television available to the visually impaired. Along with the Bay Area, 17 other cities are joining this satellite simulcast for the blind network. Within two years, equipment will be available making it possible for people to hear television in stereo. With this equipment, it will be possible to bring Audio Description directly into people's homes. Audio Description will be as much a feature on television as closed-captioning for the deaf.

BSB, a non-profit organization financed by Blind San Franciscans Inc., foundation grants, and listeners, broadcasts a diversified array of educational, current information and entertainment features not supplied by any other source. A paid staff of five, along with volunteer readers, who are broadcasting or theatrical professionals, provide the blind with a high caliber of programming for 15 hours, Mondays through Fridays.

Publicity Dept., KQED, INC.

DOT WRITING has been a popular transcriber's manual since it was first published in 1965. As it enters its eighth printing, orders for DOT WRITING continue to come in from all over the world, with a shipment en route now to Bombay, India.

DOT WRITING has as its criterion the ultimate accuracy of the transcriber. Each rule in the text is stated clearly and is followed by examples of its correct usage. Each new symbol is shown as it will appear visually to the user of the braille writer or braille slate. There is much practice material which has been devised so that the student is never asked to write a word until it can be written in its final braille form. The sufficiency of practice exercises makes it unnecessary for teachers to search for additional material. The practice sentences stress the contents of the lesson in which they occur, but there is also a continuous review of preceding lessons.

Copyright of DOT WRITING has recently been transferred to Vacations and Community Services for the Blind by Mrs. Sylvia Cassell. You'll be pleased to know that the proceeds continue to go to VCB, which has been to date the beneficiary of \$4742 since July 1979.

The New Revised Edition can be purchased at \$6.50 a copy. To order, write to:

DOT WRITING
Kelly - c/o Neuberger
993 Fifth Avenue
New York, NY 10028
(212) 988-7223

NEWS OF GROUPS

NEWS OF GROUPS

If you would like poetry books transcribed, BRAILLE TRANSCRIBERS SACRAMENTO NORTH AREA will be happy to fill your request. Contact chairperson Wanda Cope at 6440 Grant Avenue, Carmichael 95608.

A letter received from Helen Loewe Koehler, Litt. D., Executive Director of LUTHERAN BRAILLE WORKERS, INC., contained this item of interest: One of the group's certified braillists, Roberta Werth of Wichita, Kansas, attended the International Conference in Washington D.C. on Grade 2 braille. Roberta reported that all the representatives there, except those from the U.S. and England, stressed the great need for simpler braille and urged that Grade 1½ or even Grade 1 braille would make it possible for many more blind to read braille.

Lutheran Braille Workers, Inc. has completed the book titled A CHILD'S GARDEN OF BIBLE STORIES in sight saving print and also in both Grad 1½ and Grade 2 braille. The books are very wonderful for children and are free to anyone requesting them.

MONTEREY COUNTY BRAILLE TRANSCRIBERS, INC., is busy brailleing lessons in Italian for a blind language teacher at the Defense Language Institute in Monterey.

Members of the OAKMONT VISUAL AIDS WORKSHOP started their year's work with mailing 111 boxes of aids. This makes a small dent in the orders they have from over 150 teachers in 21 states and 3 provinces of Canada. They welcome orders from teachers of the visually impaired and are happy when their labors make learning easier for everyone. At this time they would welcome any suggestions or requests for new concepts to add to their list; they are working on a book to illustrate "Open or Closed" at the present time.

400 new books were recorded last year at the Los Angeles studio of RECORDING FOR THE BLIND, INC. Their tape library now includes 60,000 titles, circulating 84,000 books annually to about 14,500 students across the country. Very impressive statistics indeed!

Daphne Daus, oldest volunteer member of SIXTH DISTRICT, CALIFORNIA PTA, BRAILLE TRANSCRIPTION PROJECT, San Jose, celebrated her 90th birthday in October -- Co-Chairperson Peggy Dodge says that every Tuesday you'll find Daphne working in their Braille Library!

Monthly workshops are held by the Sixth District at the San Jose location -- 50 to 60 transcribers attend regularly to update news of the group and discuss braille problems. This is remarkable since there is no notice announcing the fourth Monday of each month as THE day!

SONOMA COUNTY BRAILLE TRANSCRIBERS GUILD was asked to have a display at "Optocon" -- a convention for science fiction and fantasy writers and illustrators. Also, the volunteer group recently brailled a group of short stories (science fiction and fantasy) which they have donated to the public library in Santa Rosa.

The annual Awards Banquet for VOLUNTEERS OF VACAVILLE was held on October 6 with approximately 90 persons attending -- volunteers with their wives and friends, the Project's Board of Directors, representatives from local Lions groups and many administrative personnel from the Medical Facility. Special awards were given to Cecil Bishop (Reader of the Year Award) and John Sklut (Volunteer of the Year Award).

The Blind Project has been a busy place in recent weeks -- during the month of October they received 48 brailers for repair and the month of November appears to be continuing at the same pace. Needless to say, there may be some delay in returning the repaired

brailers to clients during this busy time and you may wish to hold your requests until the beginning of the new year because of huge backlog.

Does anyone have an "official" answer for the latest problem encountered by the Vacaville Volunteers? They have received several questions from persons across the country as to whether a brailier (Perkins or otherwise) should perforate the paper when dots are impressed. They have several new Perkins brailers which do "break the paper" when brailleing -- is this a common quirk of the machines?

Ann Kelt of WALNUT CREEK TRANSCRIBERS has been asked to teach braille to a parent. The parent intends to be able to help the child with schoolwork and communicate by writing; the mother is giving herself plenty of time -- the child is only three years old. Ann thinks more parents should be so encouraged and she is interested in finding out from our readers just how many parents do get so involved, what is their degree of success, and how can we influence more of them? Send your info and thoughts on this subject to TCT so we can share it with everyone.

Does any group have an item they wish to exchange or sell? Use this column as a grapevine -- we've been having fantastic results!

NEW OFFICERS FOR TRANSCRIBING GROUPS

(Group Chairpersons: Please note the following information in your copy of ALOCT)

Recording for the Blind, Inc.
Los Angeles Unit

Chairperson: Mrs. Warner Heineman
457 St. Pierre Road
Los Angeles 90077
(213) 474-4910
Vice-Chairperson: Mrs. Salvador
Castanares
2323 St. George St.
Los Angeles 90027
(213) 662-6668

San Fernando Valley Braille Transcribers Guild

Chairperson: Joyce Rabinowitz
16454 Refugio
Encino 91436
(213) 789-3833

Secretary: Margaret Olney

Treasurer: Hana Posin

Textbook
Assignment
Chairperson: Evelyn Falk

Literary
Assignment
Chairperson: Minerva Arthur

Sierra Volunteers for the Blind

Chairperson: James White

Secretary: Kenneth Pettigrew

Sponsor: (Lt.) Fred Phillips

Transcribing Mariners

Chairperson: Margaret Lemish
43 Briarwood Drive
San Rafael 94901

Work
Chairperson: Herbert Brann
175 Marin Valley Drive
Novato 94947

Secretary: Elizabeth Mason
35 Salinas Avenue
San Anselmo 94960

Treasurer: Lorraine Stirling
2 Canada Court
San Rafael 94903

Volunteers of Vacaville

Board of Directors

President: Elizabeth C. Schriefer
Sacramento

Vice President: H. A. Forshay
Vocational Psychologist
CMF

Treasurer: Ralph F. Enos
Davis

Secretary: Fred Ludwig
Coordinator of Blind
Project

San Leandro (Castro Valley):

Continuous classes at 15361
Norton Street, San Leandro 94571, with
instructor Dorothy Vallerger; for further
information, contact Dorothy at (415)
352-0522.

BRaille TRANSCRIBING CLASSES

Capitola (Santa Cruz):

Tuesdays from 1:00-4:00 p.m. at
809 Bay Avenue, Capitola 95010 with
instructor Bette Bielefeldt; for further
information contact the instructor at the
Santa Cruz County Office of Education
(408) 476-7140 or her home (408) 423-3912.

Carmichael:

Tuesdays and Thursdays from
9:00-11:30 a.m. at Starr King Exceptional
School, 4848 Cottage Way, Carmichael
95608, with instructor Elizabeth
Schrieffer; for further information contact
Chairperson Wanda Cope (916) 944-3927.

Pacific Grove (Monterey):

Continuous classes in both
textbook and literary braille, at St.
Mary's-by-the-Sea Episcopal Church,
Pacific Grove, with instructor Almira
Davis; for further information contact
Chairperson Marjorie Brack, 21 Cielo Vista
Drive, Monterey 93940, telephone (408)
372-5384.

Petaluma:

Continuous classes on Thursday
from 9:00 a.m. to 12:00 noon at McKinley
School, Petaluma, with instructor Freda Z.
King; for further information, contact
Chairperson Phyllis L. Deaton at (707)
664-1430.

San Anselmo:

Thursdays from 9:00 a.m. to
12:00 noon at 691 Sir Francis Drake Blvd.,
San Anselmo 94960 with instructor Kay
Martin; for further information contact
Kay at 63 Durham Road, San Anselmo 94960,
telephone (415) 454-7985.

Santa Rosa:

Tuesdays from 7:00-10:00 p.m.,
at Santa Rosa High School, Room 134, Santa
Rosa 95401, with instructor Betty
Scherfee; for further information, contact
Elvira Stone, 908 Stevenson, Santa Rosa
95404, telephone (707) 546-6930.

Walnut Creek:

Wednesdays from 7:00-9:00 p.m.
with instructor Betty Osborne; for further
information contact Betty at 2071 Magnolia
Way, Park Meade Elementary School,
Visually Handicapped Division, Walnut
Creek 94595, or telephone (415) 937-5173.

INTERESTING TRANSCRIPTIONS

Braille Institute
Press Department
741 N. Vermont Avenue
Los Angeles 90029

EVERYDAY MICROWAVE COOKING FOR
EVERYDAY COOKS by Toshiba America,
Inc., copyright 1979. May be
purchased. (braille, 8 volumes)

D BASE II, ASSEMBLY-LANGUAGE
RELATIONAL DATABASE MANAGEMENT
SYSTEM published by Ashton-Tate,
Culver City, copyright 1981. May
be purchased. (braille, 12 volumes)

Laguna Hills Transcribers
Press Department, Braille Institute
741 N. Vermont Avenue
Los Angeles 90029

BRET HARTE: A BIOGRAPHY by R.
O'Connor, copyright 1966. (braille,
8 volumes)

MARIPOSA INDIAN WAR, DIARIES OF R.
ECCLESTON (braille, 6 volumes)

TAMING THE FORTY-NINER by
Elisabeth Margo, copyright 1955
(braille, 5 volumes)

Recording for the Blind, Inc.
Los Angeles Unit
5022 Hollywood Blvd.
Los Angeles 90027

THE ANIMAL SOCIETY & EVOLUTION by
Scientific American, Inc., copyright
1961-1981. (tape, on loan)

San Fernando Valley Braille Transcribers
Guild
c/o Press Department, Braille Institute
741 N. Vermont Avenue
Los Angeles 90029

A BEACON FOR THE BLIND by Winifred
Holt, copyright 1915.

ALL DELIBERATE SPEED by Charles
Woolenbert, copyright 1976.

THE RECORD COLLECTORS' INTERNATIONAL
DIRECTORY by Gary S. Felton,
copyright 1980.

BIG FALLING SNOW by Albert Yava,
copyright 1978.

JOURNEY IN TEARS by Chow Ling Li,
copyright 1978.

DROWNPROOFING by Michael Bettsworth,
copyright 1976.

VIOLENCE AND REFORM IN AMERICAN
HISTORY by Rhodri Jeffreys-Jones,
copyright 1978.

LEAN CUISINE by Barbara Gibbons and
Editors of Consumer Guide, copyright
1979.

Volunteers of Vacaville
P. O. Box 670
Vacaville, CA 95696

THE CHEROKEE TRAIL by Louis L'Amour,
copyright 1982. (tape)

MACHU PICCHU: A CITADEL OF THE INCAS
by Hiram Bingham, copyright 1979.
(tape) Tapes on loan or may be
purchased; when ordering please
stipulate type of recorder which will
be used for playback, i.e., reel-to-
reel or cassette and 2 or 4 track
capability.

OUR SPECIALISTS SAY

FACING THE FOE - FORMIDABLE FORMAT!

Skilled transcribers are well versed in textbook format, having an intimate acquaintance with that code, known familiarly as TBF.

HOWEVER, there are numerous instances where the Nemeth Code dictates practices other than those delineated in TBF. Transcribers are to remember that, when working in Nemeth Code, Nemeth takes precedence over TBF. Only when Nemeth does not speak to a point of format should one refer to TBF.

One area of conflict relates to what is known as "itemized" material. Itemized material is material identified sequentially by number of letter, as in exercises or outlines. (See Code, page 193, Section 191.) Nemeth Code is very specific about such material, and the operative word is "must".

Many transcribers consider only exercises as itemized material. But, as the definition clearly states, outlines also are itemized material. Any "list" which is numbered or lettered sequentially must also be treated as itemized material.

Let us look at some examples of non-exercise material which is itemized material and therefore must be treated accordingly.

All our examples this issue will deal with non-spatial material.

EXAMPLE 1

RESEARCH PROJECTS

- | | |
|--|---|
| <p>A Do you know how large a decillion is? A quintillion? Find the names of the periods of very large numbers and make a chart to show your findings. (See <i>Lore of Large Numbers</i> by Philip Davis. New Mathematics Library: Syracuse. New York: Singer Company. 1961)</p> <p>B Read and report about the abacus. There are several different kinds. What people have used the abacus? What people still use the abacus today (See <i>I Can Learn About Calculators and Computers</i> by Raymond Kenyon: Evanston, Illinois: Harper and Row. 1961)</p> | <p>C Make a model of a Babylonian clay tablet using modeling clay. Use a triangular stylus to mark Babylonian numerals on the tablet. (See <i>History of Mathematics. II</i>, by David E. Smith: New York: Dover Publications. 1953.</p> <p>D Make a calendar with numerals for the days of the month in a base other than base ten.</p> <p>E Find out about the ancient Greek numeration system. Make a poster showing how their numerals compare to ours (See <i>A History of Mathematics</i> by Carl B. Boyer New York John Wiley & Sons, Inc., 1968)</p> |
|--|---|

Example 1 is a sequentially lettered list of suggested research projects. It is itemized material.

EXAMPLE 2

OBJECTIVES:

After completing this module, you should be able to:

1. Find the elements in the intersection or union of two sets.
2. Give the place value of each digit in a numeral.
3. Use exponents to write powers of ten.
4. Express large numbers in scientific notation.
5. Round any whole number to the nearest 10, 100, 1000, and so on.
6. State which of two whole numbers is the larger and to use the symbols $<$ and $>$ correctly when writing an inequality about the numbers.
7. Solve addition, subtraction, multiplication, and division problems using base-eight numerals.
8. Write a decimal numeral for a Roman numeral and write a Roman numeral for a decimal numeral.

Example 2 is a sequentially numbered list of objectives. It is itemized material.

EXAMPLE 3

Chapter Review Pages 33-35 1. 92 3. 33.5 5. 5 7. $\frac{13}{12}$ 9. commutative 11. additive identity
13. 402 15. $13q - 3p$ 17. $27 - 9x$ 19. symmetric 21. substitution 23. 5 25. 21 27. $-\frac{33}{13}$ 29. $\frac{7}{3}$
31. width 11 m, length 21 m 33. 12 more days 35. 11, 26 37. no solutions 39. $\{x|x > \frac{39}{5}\}$
41. $\{x|x > -\frac{1}{5}\}$ 43. 6 tickets 45. 15 gal 47. all real numbers 49. $\{x, -\frac{9}{2} \leq x \leq -\frac{1}{2}\}$

Example 3 shows sequentially numbered answers to exercises located elsewhere in the text. It is itemized material.

Examples 1 through 3 are all itemized material. By the rules of the code, the identifying number or letter must go in cell 1, with any runovers in cell 3. Note that it does NOT make any difference how the print arranges the itemized material. In our Example 3, the print goes "across" the page in sequence. In braille, this is NOT PERMISSIBLE. Remember the operative word "must" - the main division numbers or letters MUST begin in cell 1 and the associated material MUST be run over, if necessary, in cell 3 [caps mine].

Now let us look at itemized material with subdivisions.

EXAMPLE 4

Discussing the Ideas

1. **A** Which problem contained some numerical information that you did not need in order to solve the problem?
B What was the information?
2. **A** Which problem did not contain enough information for you to solve the problem?
B What other information would you need in order to solve the problem?
3. None of these problems contains enough information to solve the problem. What extra facts are needed?
 - A** There are 90 students in the seventh grade at Center Junior High. They plan to use buses on a field trip. How many will they need?
 - B** Students in the seventh-grade class sold 180 tickets for the class play. Adult tickets were \$1.00 and student tickets were 50¢. How much did they earn for the class?

Note that in items 1. and 2. of our Example 4, there are subdivisions A and B, but there is no text associated with the main division - all the text is associated with the subdivisions. This makes no difference with the placement of the numbers and letters.

The main divisions, 1., 2., and 3. MUST go at the margin. The subdivisions, A and B, MUST go in cell 3 [caps mine]. This means that the 1. and the 2. will appear on a line all by themselves. Then, on a new line will appear A, with its associated material following, and runovers in cell 5.

In problem 3., runovers from the main division and the subdivisions all go in cell 5.

These rules for non-spatial, itemized material with subdivisions appear in the code in Section 191 b., page 195.

When itemized material, such as that shown below in our Example 5, contains some main divisions without subdivisions and some main divisions with subdivisions, it is recommended that each main division be considered separately when selecting runover sites.

EXAMPLE 5

4. Write an equation for flow chart A in Exercises 1, 2, and 3.
Then use flow chart B to help you solve the equations.
5. Solve each equation. Use flow charts if necessary.

A $(n - 7) \div 4 = 14$	C $(n + 17) \cdot 14 - 209 = 71$
B $n \cdot 9 + 6 = 33$	D $(\frac{n}{2} - 9) \cdot 7 = 14$
6. **A** Construct a flow chart for the following problem:
If 427 is added to a certain number n and the sum is multiplied by 12, the result will be 5760.
B Construct the inverse flow chart for part **A** and then find the output number for this flow chart.

Problem 4. above contains no subdivisions, so runovers should be place in cell 3.

Problem 5. and 6. above do contain subdivisions, so any runovers, whether from the main divisions or the subdivisions, should go in cell 5.

Note that the code specifies that all subdivision numbers or letters, regardless of depth, [underlining mine] must begin in cell 3. See example (3) on page 197 of the code.

More on format next time.

Joyce Van Tuyl
Braille Mathematics
Specialist

HOW TO BEEP WITHOUT A BEEPER

Unless you have a tape recorder either open reel or cassette with a built in tone indexer, that little button which puts a tone or beep onto the tape to indicate page numbers, it has previously been necessary to buy a separate "beeper" in order to do so. These, at last check, cost in the neighborhood of fifty dollars and in today's depressed economy that is a really rough neighborhood. But before launching into a description of an adequate substitute, a note or two on just what a beep is for those few perusing these words who do not know what a beep is.

When recording text material it is customary to indicate page numbers in some manner so that when the tape is run in fast forward mode the pages can be counted and the particular passage desired can be located with some ease. The standard method used today, at least here in California, is to begin each new page, following the end of the sentence at the top of that page with a low frequency tone or beep inserted into the tape followed by the page number. Two beeps are used prior to the announcement of the page for a new chapter and three before the page number for larger units. When the tape is played at fast forward (provided it is played on a machine in which the tape remains in contact with the head during the fast modes, forward or reverse) a loud beep is heard to indicate the beginning of a new page. All clear so far?

If you happen to be recording on a machine which does not have one of those nice little buttons which does the beeping all internally with no fuss or feathers, reading further in this article is academic. If you don't have such a machine this is for you.

Equipment needed: one patch cord, cable, jump cable/cord, what you will. It goes by all sorts of names but it is the shielded wire with plugs on each end used to attach one electronic device (recorder) to another electronic device (radio, record player, or other recorder, etc.).

It comes in a variety of lengths and with two or three type - well actually four - plugs, one on each end.

"What is a shielded wire?" I hear you say. "A shielded wire is one which has one wire running down the middle covered with insulation, an outside wire mesh which in turn is covered by the outside insulation." The mesh is the shield and the ground of the whole affair. The plug is the metal thing on the end and as I said above, there are four varieties of these plugs. They are the little things which go into those holes in your tape recorder marked variously, "Aux", "Aux in" (auxillary input), "Mic" (Microphone), "Rem" (remote - for the microphone). Your recorder may have all or only some but even the most inexpensive today usually has "Aux", "Mic", and "rem". Back to the plugs.

There are two main varieties, the phone type (used in those old fashioned telephone switchboards) and the RCA type. Of the phone type there are three, all just variations in size, large (telephone type and used on some reel-to-reel recorders), medium (used on most but not all cassette recorders) and small (seldom used in the type of equipment you are going to run into unless the model is extremely small and probably very inexpensive).

The telephone type plug has a center pole or shaft which is separated from the very tip of the shaft by a small piece of insulation, usually black. This insulation effectively insulates the two parts of the plug from each other. The tip is the so called plus and the base of the shaft is the ground.

The RCA type plug has a center shaft and around the outside of the plug projecting in the same direction as the shaft is a short band of metal. In this type the center shaft is the plus and the outside band is the ground.

Now are we ready to beep?

In most cassette recorders when a plug is inserted into the "Aux" or "Aux in" jack, (the hole in the machine) the microphone circuit is automatically turned off, so don't insert the plug of your cable until you are ready to beep. When you have reached that part of the recording when you want to insert the beep:

1. Stop the recording with the pause control button. This means that you are still in the record mode and everything is "go" and ready to beep. Insert one plug into the "Aux" or "Aux in".

2. Now here's the semi-tricky part. Firmly touch just the end of the plug (the plus end). Be sure that you are not touching the ground or no hum will be made. If you happen to have a bit of metal handy such as the table top touch that at the same time. What you are doing is inserting a 60-cycle (OK, Hertz, if you must!) hum into the machine, something electronic engineers worked years to eliminate.

3. As you touch the end of the plug release the pause control button and count three seconds for each beep. If you want more than one beep, remove your finger from the end of the plug for the proper amount of time between beeps and then put your finger back for the second and third beeps as necessary.

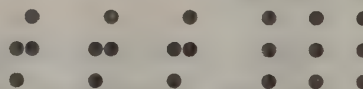
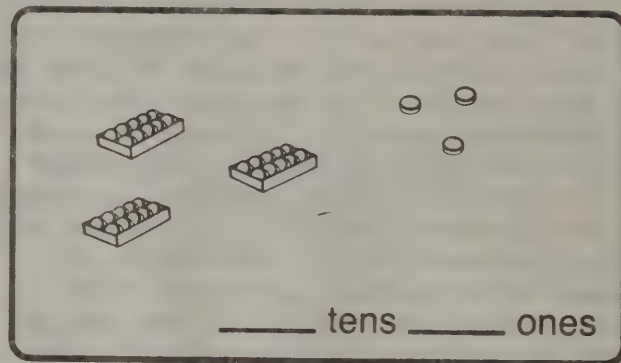
4. At the end of the beep insertion, remove the plug from the "Aux" or "Aux in", release the transport mechanism by releasing the pause button, announce the page number and continue recording.

Sounds hard? Not a bit of it. With about three minutes practice you can put in a nice smooth beep and the reader will never know that you didn't have a built-in beeper.

Chris Mackey
Recording
Specialist

TACTILE ILLUSTRATIONS

Modern math introduces students to the tens place in the first grade. The student begins by identifying sets of 0 through 10, and then is introduced to the concept of the "group of ten" plus _____. At this time, the group of ten is shown in print as a stack, box, bundle, or sack of ten objects. The sighted student is not expected to count the individual items in the container, but rather to know that it is a set of ten. Therefore, in Braille we can use a symbol that it is a set of ten. A t is the logical choice; individual items; may be shown as 1s. The print grouping of the 1s should be maintained, except that if the print does not group the individual items, the transcriber should group them so that no more than five counting symbols are run together. For beginning readers, there should be a space between the ts, but the 1s should be unspaced. The example below is from a 2nd grade book. The counting items would be arranged as shown.



Jane Corcoran
Tactile Illustration
Specialist

LITERARY POT POURRI

Sometimes it's hard to convince new braillists of the urgent need for absolute accuracy in braille. The following is reprinted from the Fall 1973 issue of TCT:

A NUDGE FROM NORMA . . .

To all braillists everywhere: How important is accuracy? How careful must you be in your transcribing and proofing? How good is "good enough"? Would you consider that 99% accuracy is simply great? . . .

Well, how about trying a 1% error, by simply deleting the last dot-5 from this sentence in a children's story; it's only one dot out of 100!

OOPS - THE GLITCH-WITCH STRIKES AGAIN

Sorry for the typographical error on p. 104 of the Fall 1982 issue of TCT, 2nd column, the 3rd-from-the-last example which reads:

Divide the cookies into five
equal portions.

It should, of course, have read:

Divide the cookies into
five equal portions.

If the word "into" had been immediately followed by the word "five" on the braille line, the contraction for "into" would have been used, and joined to the following word.

SECTION NUMBERS IN OUTLINE REFERENCE

When materials in outline-form have reference identifiers where Arabic numbers and Roman numbers and capital letters and lower-case numbers are all mixed up - and where there may be periods or single or double parentheses as separations - there may be problems for the brailist. (These tend to show up in government regulations, club by-laws, etc.)

This is one of the areas where you must first establish whether you are in the Literary or the Textbook code.

Following are some examples as they would appear in the Literary Code (with thanks to Bernard Krebs and Maxine Dorf for their assistance):

ENGLISH BRAILLE AROUND THE WORLD

The International Conference on English Braille Grade Two was held at the Library of Congress, National Library Service for the Blind and Physically Handicapped, Washington, D.C., September 13-17, 1982. It was hosted by the Braille Authority of North America and the Braille Authority of the United Kingdom (BANA and BAUK), and was chaired by Mr. Richard Evensen, of NLS, BANA Chairman. Other U.S. representatives included Dr. George Gore, Mr. Floyd Cargill, Dr. Kenneth Jernigan, and alternate Betty Epstein (NBA Past President).

Each country was allowed a maximum of four representatives; those countries represented were the U.S., Canada, the United Kingdom, Australia, New Zealand, South Africa, Hong Kong, and Sweden. There were also a number of observers from many countries. (Among the Canadian observers were two young men from Quebec where English, we presume, is a second language.)

All papers were presented by the representatives; papers submitted by others (including your specialist) were presented, in their behalf, by representatives. The discussion was lively and intelligent, and it seemed to be the general feeling that a single unified code for English Braille around the world would be a good thing, if it could be achieved. The next five years will be devoted to attempting to make this goal a reality.

(One can't help wishing that in the future other countries will be invited to participate, if they have English as an important secondary, or even tertiary, language -- India, Nigeria, Holland, etc.)

Even to sit at the back of the room as an observer was an exciting experience. The intellectual caliber of many of the participants was most impressive. All of them were friendly, and the face-to-face acquaintance among representatives and observers is bound to be a help toward the eventual goal.

Imagine having breakfast, or lunch, or dinner with Dr. & Mrs. Nemeth, Mr. & Mrs. Krebs, Mr. & Mrs. Dorf -- not to mention the official representatives and observers from many countries.

The British group included John and Pamela Lorimer, who were part of the research team that produced "A Study of Braille Contractions" jointly undertaken by the Universities of Birmingham and Warwick, discussed in a prior issue of TCT. Leslie Pye, Head of Production for England's National Library for the Blind, informed me they are about to produce 100 titles in Jumbo Braille for the touch-impaired blind. Bobby Lee, President of the Hong Kong Association for the Blind, said my pen-pal Pauline Tong (Supervisor of the Communications Department at the Hong Kong Society) was unable to attend because of illness. The contingents from Australia, New Zealand and South Africa were delightful as well as stimulating.

All who attended were indeed dedicated, capable, knowledgeable individuals. It was a privilege to be able to attend, and we wish them well in their continuing efforts.

HANDS ACROSS THE SEA

For those interested in learning more about the British Braille Code, the following prices are quoted as of September 2, 1982 (or as they print it, 2.9.82) from the Royal National Institute for the Blind, 224-6-8 Great Portland Street, London W1N 6AA, England:

Re-Statement Part 1 (Print Edition)	(L)	£ .60
Part 2 (Braille Edition).	21365	4 00
Part 2 (Print Edition).	(L)	40
Part 2 (Braille Edition).	21798	8 00
		<hr/> 13 00
Packing for braille		20
Pound Sterling		<hr/> £ 13.20

They do mean that payment is acceptable only in pounds sterling. You may have to look for a bank that issues international money orders in pounds sterling, or check with exchange firms (like Deak-Perreira), or enlist the aid of friends who are traveling to London.

With unified English Grade Two braille code as a hoped-for goal in the foreseeable future, it should be of interest to American transcribers and readers alike to browse through the British code to see wherein we differ from our colleagues overseas.

Norma L. Schecter
Literary Braille
Specialist

Scholarship Awards

Schools will be interested to learn that three scholarship programs are currently available to visually handicapped students.

"The Dr. Newel Perry Scholarship Fund of the American Council of the Blind of California, will award four \$750.00 scholarships to four deserving California blind students who will be enrolled as a full-time student at a college or university for the fall semester, 1983.

Applications for these scholarships will be available after January 1, 1982, and can be obtained by mailing a request to Scholarship Committee, ACBC, 5565 Florence Terrace, Oakland, CA 94611. The final date for receiving applications will be April 1, and the committee will make its decision on or before July 1. Winners will be notified by mail. Funds will be disbursed upon proof of matriculation."

The American Council of the Blind of California, Inc. is offering a \$500.00 scholarship to a blind student "... to encourage blind students, who will be

graduating from high school in one or two years, to think realistically about the future, and to write their dreams and plans out in an essay of no more than 1,000 words entitled: "What I See in My Future". A prize of \$500.00 will be given by the American Council of the Blind of California to the individual who has chosen a goal that will give him or her maximum independence and satisfaction and who outlines most clearly what is necessary to achieve that goal..." Persons interested in detailed information should write to Mrs. Juliet Bindt Esterly, 2408 Ptarmigan Drive #1, Walnut Creek, CA 94595. Deadline is March 1, 1983.

The Ladies Auxiliary to the Veterans of Foreign Wars of the United States is offering a scriptwriting contest to visually handicapped students in grades 10, 11 and 12. The theme is Youth--America's Strength. Prizes are \$100 for first place, \$75 for second place, and \$25 for third place. All scripts must be both typed and recorded by the student. Deadline for the contest is March 31, 1983. For full details contact Mrs. Connie Perez, 2525 South Clovis Avenue, Fresno, CA 93727. You may also contact the Ladies Auxiliary, Veterans of Foreign Wars in your area.

LARGE TYPE

Several bits of good news
pertaining to Large Type:

1. In the first quarter of 1983, Minolta plans to have ready for distribution a small, table model copier/enlarger--Model 300 RE. The cost will run (rough estimate at this point) between eight and ten thousand dollars. It will have a 90-day free parts/service warranty; then a service policy of about \$300 annually for a 20,000 copy usage and \$400 for a 40,000 copy per year use.
 2. Recently I learned through Phyllis Knisely (National Braille's Large Type Committee chairman) of a method of re-inking typewriter ribbons. The transcribers in Naperville, Illinois sent me their "recipe" and told of their using ribbons over and over successfully. As many of us are far from happy with our cartridge ribbons, I'm anxious to see if anything can be done with these to make them "wetter and blacker" and, it may be hoped, less expensive by extending their life and usefulness. I plan to experiment a bit.
 3. Another source of rebuilt IBM large type typewriters: Ann Kelt, transcriber of Richmond, has a beautiful machine purchased through Albany Typewriter Company. The 3-D Wholesale Office Machines Co. in Los Angeles cooperates with local dealers in supplying these machines. And what beautiful type:
- 1234567890- =
- @#\$%&*()_+
- A"S:DLFKGJHQ¼WPEOE
- IRUTYZ?X.C,VMBN
4. Recently I found a good, one-volume well bound, clear 12-14 point type Bible: THE LIVING BIBLE, Giant Print Edition, c. 1972, Tydale House Publishers, Inc., Wheaton, Illinois 60187.
 5. Re Conference in San Jose, March '83: Please send me questions/problems on anything you would like discussed in Large Type workshop--NBA manual "rules", copiers, typewriters, large type texts, anything. Give us time to do some research. We will have Francie Alexander, Education Administration Consultant, Curriculum Frameworks and Instructional Materials Section, State Department of Education present and, I hope, representatives of typewriter and copier manufacturers.
 6. I shall be on the panel with several delightful teachers and transcribers, in a workshop titled (I think) "How teachers cope with transcribers and vice versa." This should be a fun-filled and productive session on the nitty-gritty of transcriber/teacher relationships. If you feel that you can not be present (or wish to remain anonymous), send me items you wish to have discussed. Perhaps others have found a solution to your problem. If not, perhaps by bringing your problem out into the open, it won't seem so horrendous. Let us work on it. See you in March in San Jose.

Marion L. Wickham
Large Type
Specialist

Thanks to Bettye Krolick, Music Resource Specialist and former Music Braille Chairman, NBA, for her permission to use this column, which has so much important music braille information.

Bring all your questions to San Jose in March. Besides receiving answers, I am sure you will enjoy meeting Bettye and Georgia Griffith, Music Braille Chairman, NBA, and your proofreader. We are all looking forward to seeing you there.

Elinore Savage
Music Braille Specialist

MUSIC BRAILLE

The 1975 AMERICAN ADDENDUM to the music code is hard to read because of the technical format and the language required to dovetail it with the existing manual. After putting together the following list of frequently-asked questions, I realized most of them are answered from this ADDENDUM. As you read the answers below, refer to the references cited, and take that opportunity to review this small, hard-to-read, important, technical manual with the latest information on music transcription.

ADDENDUM refers to 1975 AMERICAN ADDENDUM of the REVISED INTERNATIONAL MANUAL OF BRAILLE MUSIC NOTATION, 1956. Copies are available from the Music Section, National Library Service for the Blind and Physically Handicapped, Washington, DC 20542.

1. If a crescendo ends at the end of a measure containing an in-accord, should the ending sign be placed at the end of the entire brailled measure?

Answer: If you started the crescendo in the first in-accord (which is usually the case), end it in that part. Unless there is some extenuating circumstance, keep endings of dynamics, continuation lines, pedaling, etc. in the same part where they started. Remember that the end of a half note occurs at the same time as the end of the fourth eighth note played in-accord with it even if a

continuation line or crescendo line seems to extend well beyond the half note because of the way the eighths (or other values) are written on a print staff. See ¶ 169 on page 12 of the ADDENDUM.

2. I have been given a poor edition to transcribe. I know of two print errors and I suspect others. Must I transcribe the errors?

Answer: If you find an obvious error in RHYTHM, it may be corrected (De Garmo, page 150), but be sure to show the original in a footnote at the bottom of the braille page after a line of dot 2-5's. We are transcribers, not editors, and except for rhythm (where two possible note values add to the confusion when there is an error), we should NOT make corrections. The blind student of a sighted teacher, the blind teacher of a sighted student, and the college student who is evaluating print editions for a class are examples of people who need a clear transcription of the print as it stands.

3. This music has ties indicating tones to be held over rather than tied to another note. How can I determine how long they should be held, so that I can put in the notes as shown in the ADDENDUM, example 52b on page 9?

Answer: One picture is worth a thousand words, and our attention on that page is drawn immediately to example 52b. The first sentence of ¶ 65c, however, explains that the example applies only to

a situation where pitches are clearly implied. A much larger percentage of ties "tied to nothing" are not that specific. In those cases, ¶ 65b applies. This paragraph states, "Wherever the ink print clearly calls for a tie which ties to nothing, the braille should follow suit." A braille tie sign is placed in the music to represent each print tie sign, and no additional note (or footnote) is necessary.

4. Should I always use the new sign (dot 5,1-4,3) for a terminal short line or slur between staves?

Answer: No! I observe too much use of this new sign and also the terminal braille music comma (dots 1-2-6, 2,3). Both of these terminal signs were devised for problem situations only. In many instances one sign (dots 5,1-4) is all that is necessary to show a short line or slur between parts. It is placed where the line begins, and the reader deduces that it ends in the other staff on the next beat. If the music has in-accords and is more complex, the same sign (dots 5,1-4) is also placed before the note where the line ends. Occasionally there is an instance where the meaning can be misconstrued because of more than one line or two possible melodic parts. This is where dot 3 may be added to the ending sign in order to clarify that it is a sign of termination. Likewise, the braille music comma terminator is rarely needed. If either of these termination signs are used, they should be listed in the transcriber's notes. See ADDENDUM, ¶ 38 on page 7 and ¶ 82b on page 10.

5. Does a reminder tie precede a word expression? Do I need a reminder tie after an in-accord?

Answer: See ¶ 60b on page 8 of the ADDENDUM. Reminder ties do precede word expressions, and an in-accord sign is not a major interruption, so that alone would not be the cause for restating a tie.

[Reprinted, with permission from NBA BULLETIN, Winter 1978-79, pp 14,15]

ABOUT TCT SUPPLEMENTS...

Some TCT Supplements are still available in print, as indicated below. Prices given represent a suggested contribution to cover the cost of production and are not subject to sales tax. In order to defray the expense of handling (postage, etc.), a flat 75¢ charge is added to each order, regardless of size. Orders should be sent to:

TCT Mailing Chairman
741 N. Vermont Ave.
Los Angeles, CA 90029
(Make checks payable to CTEVH)

BOOKS ABOUT..., by Ruth Lowy; 1971

An extensive bibliography on visual problems, other impairments, eugenics, and social studies.

60¢

TRANSCRIBING LESSONS: DIACRITICS, by Norma Schechter; 1971

An introductory lesson on the brailing of glossaries and dictionaries.

30¢

SYLLABICATION IN FOUR OF THE ROMANCE LANGUAGES, by Betty Smith; 1972

Suggested aids for Latin, Italian, Spanish, and French; basic syllabication rules of these languages themselves. Useful both to transcribers and to language students.

25¢

DBPH PUBLICATIONS, by Norma Schechter and Helen McMoyler; 1973

A compilation and description of useful and interesting publications available from the Library of Congress DBPH. Indexed.

60¢

BOOKS FOR INDIVIDUALS WHO READ BRAILLE, LARGE TYPE, OR TAPE RECORDINGS, by Ruth Lowy and Fred Sinclair, 1968; Revised by Ruth Lowy and Fred Sinclair, 1973.

Procedures and services for those who must obtain their own transcribed reading matter.

75¢

HOW TO DO RAISED-LINE DRAWINGS, by Frances Rosenberg; 1974.

Clear, easy-to-follow instructions for the beginner in the field of Math illustrations in embossed form.

30¢

THE NBA MANUAL FOR LARGE TYPE TRANSCRIBING, RECONSIDERED, by Marian Wickham and Ruth Lowy; 1975. Some comments, thoughts, additional suggestions, corrections.

60¢

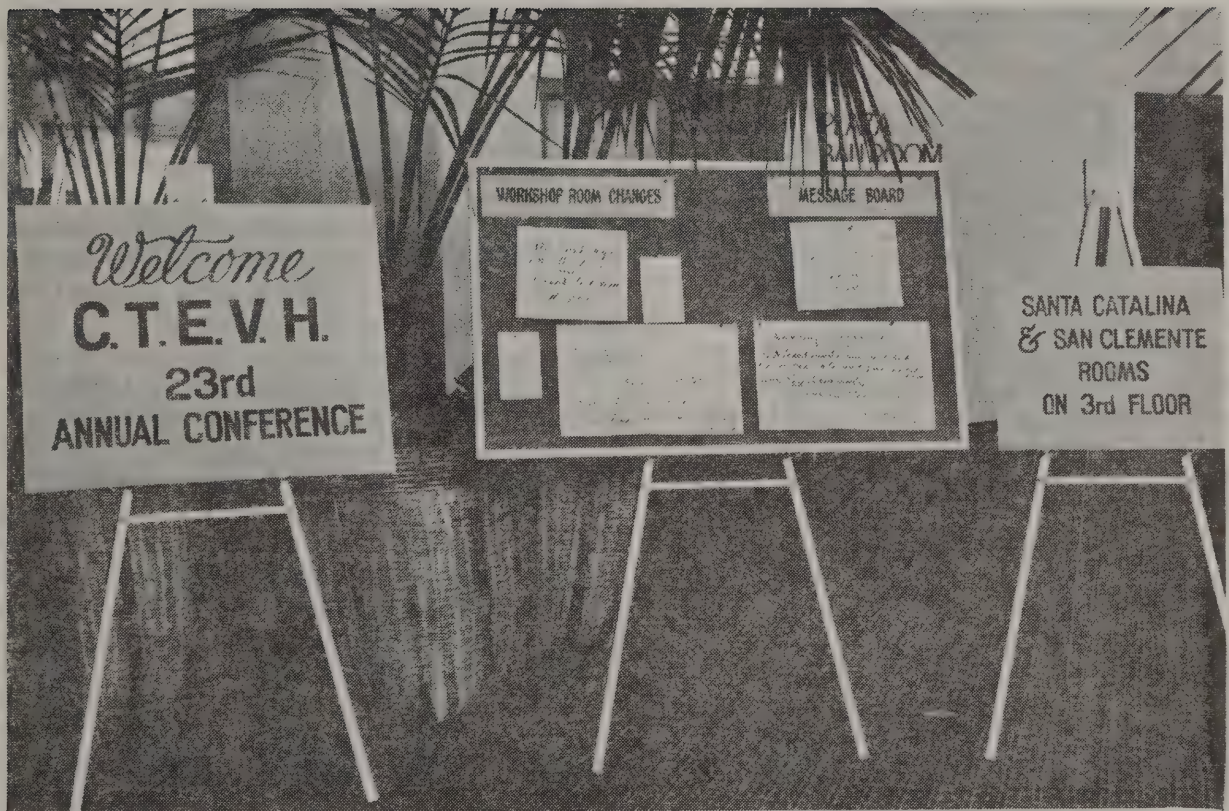
A CHECK LIST OF PHONETIC SYMBOLS, by Betty Smith; 1974

An easy "alphabetized" listing which makes it easier for the transcriber to locate and identify phonetic symbols and their braille equivalents.

30¢

CONFERENCE

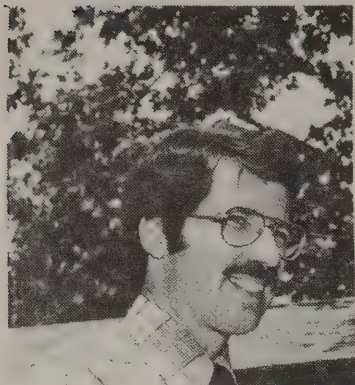
XXIII



CONFERENCE REPORTS

EMPOWERING: A DYNAMIC MODEL

Robert D. Oberlander, Ph.D.
Director of Educational Services
Braille Institute of America, Inc.



[Note: The following remarks were presented at the closing session, March 21, 1982.]

A tremendous concern that we have at Braille Institute, and one which is shared by many agencies and

individuals, is how we can aid our students in achieving greater personal independence.

Although some of our individual students are congenitally blind, most students come to us adventitiously blinded. They are frequently experiencing shock, depression, and anger. These emotions definitely impact the students' ability to learn and to be effective in their progressive development toward personal independence. Students' expressed dependence is a real challenge to our stated goal of personal independence. All too often, the result in working with these students has been little or no real growth toward independence.

While the objective of facilitating forward movement for the visually impaired is clearly stated, the results are less than apparent. How can administrators, teachers, counselors, and other professionals dealing with the visually impaired, help to move these visually impaired individuals forward into self-directed progress and success? How can professionals assist in giving power to the blind?

Harvard professor, David McClelland, has written a book entitled *POWER, THE INNER EXPERIENCE*. Though McClelland addresses many important topics, the topic of personal needs that

lead to power is worth particular consideration. Three of these identified needs, sometimes referred to as the trilogy of power, provide focus for our concerns. These particular needs are easily adaptable for work with the visually impaired.

The first of these needs is the need for achievement; the ability and desire to set goals and to achieve them. Too often the visually impaired live in the past, or at best in the immediate present, with little or no consideration for future-oriented objectives. Yet the future brings an element of excitement and purposefulness to life. The future is an area in which a great deal of satisfaction can be obtained if planning is properly directed. David Campbell expresses it well in his book entitled *IF YOU DON'T KNOW WHERE YOU ARE GOING, YOU'LL PROBABLY END UP SOMEWHERE ELSE*. Again, this has too often been the lot of the visually impaired - dependently accepting a self-defined role in society that is demeaning and limiting.

Adjustment and rehabilitation activities need to focus on achievement, the desire to set goals, and the will to achieve them.

A second need is the need for affiliation, the ability to work effectively with other people. The development of positive human relations skills is essential in helping the visually impaired to interact effectively with the sighted community and in achieving a fully mainstreamed opportunity. The need is for growth and development of inter-personal skills that allow the individual to be assertive, without being aggressive.

The assertiveness balance is a delicate one, but an effective result is imperative for the full, equal opportunity the blind really need.

Finally, the need for "dominance", or self-control, is a critical factor, in order to make things happen. This type of inner-control leads to the development of one's self, the personal confidence to achieve and to succeed. A "dominant" individual with strong positive personal habits is able to effect results.

It has been said "Successes have a habit of doing what failures do not want to do." This is certainly true with the visually handicapped, as well. Frequently, even "successes" may be reluctant to learn braille writing or to get involved in orientation and mobility, but the difference is that they do what may be uncomfortable. They make habits of practicing these skills and exercising them. The result is in the accomplishment necessary to give them the personal freedom they need in a sighted society.

The power we're talking about here is exemplified in the story of a young boy who began first grade with severe learning disabilities. Through a period of constant individual instruction, he progressed to the point where he was ready to be returned to the regular classroom as a fully mainstreamed student. When the teacher expressed a concern, "We're really going to miss you around here;" the child looked up in exasperation, stating, "Can I help it if I'm too smart for your class!" That positive expression of personal power is a reward teachers can truly enjoy.

Using McClelland's concepts as a foundation, the writer DeCharms developed a thesis he referred to as "Personal Causation". In essence it addresses the topic of locus of control. His thesis establishes a continuum for growth, indicating individuals with limited power would be positioned on the left, while individuals with significant power would be positioned on the right. He refers to the powerless position as a "pawn". This frequently is typical of adventitiously blind individuals at their onset of visual loss. Some feeling or attitudes reflecting the pawn position may include dependency, helplessness, discouragement, depression. Pawns may express attitudes that state "I can't do it", "I don't want to even try", "What's the use". On the other end of the continuum, DeCharms uses the word "origin". An origin displays independence, a strong individual, inner-directness, success orientation; attitudes that state "I can", "I will", "Help me do a better job".

DeCharms goes on to state:

A pawn is a person who feels that someone else is in control of his fate. He feels that what he is doing has been imposed on him by others. He is doing it because he is forced to, and the consequences of his activities will not be a source of pride to him. Since he feels that external factors determine his fate, the pawn does not consider carefully his goals in life, nor does he consider what he can do to further his cause. Rather, he hopes for lady luck to smile on him.

By contrast, an origin is a person who feels that he is director of his life. He feels that what he is doing is the result of his own free choice. He is doing it because he wants to do it and the consequences of his activity will be valuable to him. He thinks carefully about what he wants in this world now and in the future; chooses the most important goals, ruling out those that are for him too easy or too risky. He is genuinely self-confident because he is determined to reach his goals by his own efforts. He is aware of his abilities and limitations. In short, an origin is the master of his own fate.

David Berlew, in his publication, THE SOCIALIZATION OF MANAGERS: EFFECTS OF EXPECTATIONS ON PERFORMANCE, summarizes:

Clearly there may be only a few people in the world of human beings who are always guided by their own fate, checking their own skill and choosing their own goals. But some people act and feel like origins more of the time

than do others. Similarly, there are only a few people who always feel pushed around like pawns.

It is this continuum that serves as the basis of our model of empowering. Using the continuum as the base of the model, we can define individual steps in which the student can be instructed and aided in the process of increasing his independence skills. By going through a needs analysis process with teachers, counselors, and advisers, a student can receive assistance in identifying those needs that exist and those instructional activities that will help to achieve specific goals. Each instructional area represents a step toward the origin position, and within each instructional area are stated individual educational objectives.

The clarity of this structure model allows both the instructor and the student to identify the goals and to see progress as it is being achieved. In reality the staff, in working with the student, is empowering the student. The student is receiving power through the attainment of these skills and this is becoming an independent individual. Progress along the continuum reflects success for both student and staff.

In this context we agree with General Electric in stating, "Progress is our most important product."

The model is used as a guide, but with flexibility, allowing for student variability. On the model continuum, some persons will definitely have the ability to move farther, others will not make as much progress. Regardless of the speed of growth, students are being empowered and receiving the results that come from that power. The underlying principle is that continuous discernable progress being attained by the student. Interestingly enough, the model does not work unless the staff and the student are working together to make it happen. There appears to be at least a half dozen critical factors that make the difference. These factors, identified by Berlew, need to be considered if the desired progress is to

be attained. Berlew can be paraphrased by putting everything in the context of the visually handicapped.

Six Factors That Impact the Dynamics of the Model of Growth

First of all, one's belief about human nature is fundamental to effective movement in the growth process. It is essential for the facilitator to believe in people, to believe that the student can learn, that facilitator and student are able to set goals that can be achieved. When this happens, the student does learn. In theory, it's interesting to speculate, if we can develop more Anne Sullivans, we can have more Helen Kellers. While that may not be entirely possible, the goal of effective facilitator-student teamwork is well worth pursuing.

Secondly, it is important to set high expectations. Research has demonstrated that, when equal groups are subjected to different levels of expectation, the group working under the highest level of expectation does perform better. Requiring more produces more. As DeCharms has said, "Goals should be set which are not too easy or too risky."

Thirdly, there is the concept of reward versus punishment. Here, the focus of attention is on success rather than on mistakes. Rewarding positive performance clearly does increase self-confidence and improve performance.

Fourth is the idea of encouraging collaboration. The goal is working together rather than having competition. Competition creates a loser; losing can be a weakening process. This collaboration is not unlike that of Japanese management, so widely discussed in business today. Students and teachers are all working toward a mutual success-oriented goal. A structure is established in which an individual can win only if others win as well. This teamwork process helps all to enjoy success without losing power.

The fifth point is helping only when asked. It is extremely difficult to help someone without making that person feel weak. The act of helping makes

evident the fact that you are more knowledgeable, more powerful, wiser, richer, or more able. In this case, the mentor's responsibility is to guide the individual into learning how to ask for help. The mentor must also give the student the freedom to ask for help as needed. The individual thereby maximizes his power without loss.

The sixth point is to create experiences of success. It is possible to address specifically the needs of the visually impaired. A mentor can make others feel stronger (more like origins) by attempting to structure situations where people can succeed, feel

responsible, and receive full credit for their successes. People, individually or in groups, come to believe in their ability to control their destiny only as they accumulate successful experiences in making future events occur and in setting and reaching goals. The mentor's role is to help individuals for whom they're responsible to accumulate such success experiences.

This model is intended to give structure and direction to both staff and student. When this occurs, the individual is dynamically empowered.

APPLICATION FOR CTEVH AWARD	
In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.	
Send to: Mrs. Elizabeth Schriefer, Awards Chairperson 751 El Encino Way Sacramento, California 95825	
My check in the amount of _____ payable to CTEVH is enclosed for pin _____ charm _____. (The cost of a 10K gold pin or charm is \$25.50, including postage and handling. Gold-filled pins may be purchased for \$10.50 each.)	
Name (Mr.) (Mrs.) (Miss) (Ms.) _____	
Address (including Zip) _____	
Guild or Affiliation _____	
BRAILLE (Library of Congress Certification required)	
Literary braille pages.	_____
Nemeth braille pages _____	times 5/4 equals _____
Music braille pages _____	times 5/4 equals _____
TOTAL braille pages (Qualifying: 5000 pages)	
TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours).	
LARGE TYPE PAGES (Qualifying: 10,000 pages).	
SPECIAL SERVICE HOURS (Qualifying: 1000 hours)	
(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each pupil successfully completing a braille transcribing course, with proportionate hours credited for a pupil who does not complete a course.)	
Verifying signature of Group Chairperson or Administrator _____	

CONFERENCE REPORTS

REPORTS FROM CONFERENCE XXIII (Los Angeles, 1982)

(Workshops, Nos. 2, 7, 9, 11, 20, 25, 27, 30, 31, and 43 are reported here; other workshops were reported in earlier issues.)

VH TEACHERS AND VOLUNTEER TRANSCRIBERS: THE NEED FOR A TEAM APPROACH IN PROVIDING MATERIALS FOR BRAILLE READERS, Workshop #2

(Leader: Carol Morrison, Transcribing Coordinator, Braille Institute Press)

Topics Covered

Considerations

Is this book really necessary? Is all of it necessary?

Is it going to be used in consecutive order? Is the student capable?

Responsibilities of Resource Person

Get info from classroom teacher early.

If another Edition is used -- requestor should compare for update.

Check out other sources (APH).

Make request well in advance.

Send two copies of text (sans graffiti).

Send valid P.O.

Responsibilities of Transcriber

Meeting deadline, as agreed upon.

Maintaining highest possible quality braille.

Proofread all work; deadline priorities also considered.

Copyright clearance.

Questions Raised by Participants

- How to be sure of receiving payment: collect money first.
- How not to duplicate work of others: notify APH.
- How to "rap" with others: Notify TCT, and use CDHS List of California Transcribers.

PRINCIPLES OF GEOMETRIC CONSTRUCTION, workshop #7

(Leaders: Jane Corcoran, CTEVH Tactile Illustration Specialist; Joyce Van Tuyl, CTEVH Braille Mathematics Specialist; Math Area Representative and Computer Notation Specialist NBA; Panelist: Jean Adams, Sixth District California PTA Braille Transcription Project, North)

Topics Covered

Level 1

- Straightedge/T-square/See-through ruler/braille tapes
 - a. Position and draw straight lines
 - b. Divide a line into m-equal segments
- Compass
 - a. Construct a circle
 - b. Construct equilateral figures
triangle
square
 - c. Divide a line into m-equal segments
 - d. Marking equal segments
 - e. Bisect a line
 - f. Construct a line perpendicular to a given line through a given point on the line
 - g. Bisect a given angle
 - h. Construct a triangle similar to a given triangle. A very common problem: Suppose we wish to make the base of our triangle three times as long as the original.
- Protractor
 - a. Construct perpendiculars. A line perpendicular to a given line makes an angle of 90° .
 - b. Constructing angles of a known degree
Clock faces: The numbers on a clock face are situated at 30° intervals.
Construct an angle similar to a given angle.
 - c. Constructing regular polygons.

Level 2

- Triangles 30° - 60° , 45°
 - a. Triangles (in conjunction with a straightedge)
 - b. Make perpendiculars
 - c. Clock faces (marking circles into regular segments)
 - d. Construct equilateral triangles (every angle of an equilateral triangle is 60°)
 - e. Construct 45° triangles
 - f. Construct hexagons
 - g. Trisect a line
- Snake/French Curves - These implements are used to draw curves between points on a graph.

Level 3

- Proportional divider - It can be set to automatically increase a distance by a certain amount.
- Templates - Sets of templates for ellipses, circles, triangles, can be very useful.

SOME MICROCOMPUTER APPLICATIONS FOR THE HANDICAPPED, Workshop #9

(Leader: Dr. David Uslan, Special Education Consultant, CDHS, California State Department of Education; Presenters: Bettye Krolick, Immediate Past Braille Music Chairman, NBA; Vito Proscia, President, Innovative Rehabilitation Technology, Inc.; Dr. Emerson Foulke, Director, Perceptual Alternatives Lab, University of Louisville)

Topics Covered

A. Bettye Krolick "Using a Home Microcomputer to Assist with Braille Transcription"

1. Demonstrated use of standard Apple II Microcomputer to produce braille on both the TV monitor and on a modified Perkins Brailier.
2. While the computer program is complete and ready for use, the Perkins Brailier used is a prototype modified electronically by Robert Stepp, to operate from the Apple II microcomputer.
3. A full braille cell can be produced on the Apple microcomputer by pressing 6 keys at a time. Mistakes are easily corrected.
4. A microcomputer conversion program from Grade I automatically to Grade II and vice versa is available, though as of this date more work is needed to have it do perfect translation. David Holliday of Lewisburg, PA is working on this.

B. Vito Proscia "Some Microprocessor-Driven Talking Devices for the Handicapped"

1. Traced the development of technology for the blind beginning in the 1940s. These were often crude and unreliable. The transistor made great impact on technology, and the birth of the microcomputer in the 1970s made it possible to implement ideas of the 1950s which sought to aid the handicapped.
2. Demonstrated and described microprocessor-driven devices:
 - a. digital talking time pieces
 - b. talking calculators
 - c. talking digital scales
3. Discussed devices and environments to allow severely disabled persons to control any electric circuit at home or at work via a standard telephone as the "command station".
4. Described and demonstrated the "Talking Information Management System", a modified Hewlett-Packett microcomputer for blind persons. Programming permits a variety of on-the-job uses, including text-to-braille and Grade II translating.

C. Dr. Emerson Foulke "Some Problems to be Surmounted if the Visually Impaired Are to Benefit from Microcomputers"

1. Microcomputers have great potential for helping visually impaired persons, especially in permitting the exchange of written information between sighted and non-sighted persons. Until recently, the computers available to do this were large and expensive and prohibited individual ownership.
2. If blind persons are to participate in the great microcomputer breakthrough, several obstacles must be overcome:
 - a. To have a microcomputer set up for braille output currently costs between \$3,000-15,000. This is too costly!
 - b. Present terminals require understanding of sophisticated functions.
 - c. Better software is needed so braille output can be handled by the microcomputer to provide simple displays at affordable costs. Most blind people who can benefit from the microcomputer revolution cannot afford to own one.

- d. The present tendency to build single-function devices such as talking voltmeters, talking thermometers, etc., results in a collection of devices. The microcomputer can be made into a general-purpose device to replace some of the single-purpose instruments.

Questions Raised by Participants

- Q. How "extensively modified" must the Perkins Brailier be in order to operate with the Apple Microcomputer?
- A. The Prototype has been extensively modified through electronics and solenoids.
- Q. How much braille does a disk hold?
- A. Probably 500 pages of braille.

APH UPDATE: 1982, Workshop #11

(Leader: Carl Lappin, Director, Instructional Materials Center and Textbook Consultant, APH; Panelists: Fred Sinclair, Director, Clearinghouse Depository for Handicapped Students, California State Department of Education; Arthur H. Curtis, Jr., Marketing Director, APH)

Topics Covered

- Information about the Services of the Clearinghouse Depository and ordering information for federal quota was given.
- Information about services and materials available from APH was given.
- Information about new textbooks, Library Books and Educational Aids that are now available or promised for August 15, 1982, was given.
- Textbook subject areas and planned committee presentation were discussed. These will be available August 15, 1982, from APH.
- Suggestions for wise use of quota - reminder to spend unused quota before September since quotas will be redistributed during 1982.

Questions Raised by Participants

- Q. Can you purchase the machine only for WORLD BOOK ENCYCLOPEDIA?
- A. Yes, the price is around \$600. Please check with the APH Business Office for actual cost and delivery date.
- Q. How should a school district order?
- A. For quota purposes, send orders to Fred Sinclair's office. For cash or accounts receivable orders, send directly to APH.
- Q. Why is the Tactile Graphic Kit not available on quota?
- A. The Tactile Graphics Kit and aluminum foil is now available on quota. this has just happened.

HIGHLIGHTS OF BRAILLE MUSIC, Workshop #20

(Leader: Georgia Griffith, Braille Music Chairman, NBA; Panelist: Bettye Krolick, Immediate Past Braille Music Chairman, NBA)

Topics Covered

- Discussion of similarities between music and literary braille
 - a. Notes and letters
 - b. Music signs and composition signs
 - c. Doubling and italics
 - d. Running heads
- Discussion of differences between music and literary braille
 - a. Braille music hyphen and literary hyphen
 - b. Print pagination
 - c. Measure numbering
- Discussion of braille music rules
 - a. Repeats
 - b. Time signatures
 - c. In-accords
 - d. Supplied rests
- Explanation of pre-editing techniques
 - a. Format
 - b. How to mark the print copy

Questions Raised by Participants

- Q. What is Spanner?
- A. The Spanner Manual gives the international rules for braille music.
- Q. Why is there no number sign for measure numbers?
- A. This deviation is merely following an international rule.

ENHANCING VISUAL FUNCTIONING THROUGH LOW VISION AIDS, Workshop #25

(Leader: Frank Ryan, Program Administrator, Services for V.H., Office of the Los Angeles County Superintendent of Schools; Presenter: Michael Holub, O.D., Low Vision Optometric Specialist, Center for the Partially Sighted, Santa Monica Medical Center, Santa Monica; Panelists: Bonnie Steinberg, Assistant Coordinator of Low Vision Services, St. Mary Medical Center, Long Beach; Elena Halpert, Case Coordinator, Center for the Partially Sighted, Santa Monica Medical Center, Santa Monica; Kenneth E. Brookman, O.D., Ph.D., Chief of Low Vision Services, Southern California College of Optometry, Fullerton)

Topics Covered

This is a fact sheet prepared for informational purposes by Frank Ryan, Area Program Administrator for Visually Handicapped Services, Division of Special Education, Office of the Los Angeles County Superintendent of Schools.

Introduction

A person has "low vision" when the best vision that can be obtained through conventional prescription lenses is not adequate for ordinary reading, work, or recreational pursuits. Many visually handicapped students who have any amount of useful sight can achieve greater visual functioning for all or specific vision tasks through the use of special magnification or other low vision aids.

At the time of this writing, the author knows of only four special low vision centers or clinics within Los Angeles County. Information regarding these four centers is presented here so that visually impaired students and their families can be informed of their availability and the general nature of the services provided by each. This information was obtained through visits to the centers and interviews with respective staff members.

Students and parents should also know that many doctors provide special low vision services as an aspect of their private practices. Names of specific low vision specialists may be obtained from Los Angeles area optometric and medical associations and societies.

Please note that the information contained herein is offered for information purposes only. No endorsement of a specific facility nor referral of given students by the Office of The Los Angeles County Superintendent of Schools is intended nor should be implied by receipt of this document.

Bauer Hospital - St. Mary Medical Center
Low Vision Center
1050 Linden Avenue
Long Beach, CA 90801
(213) 435-441 Ext. 2582

Supervisor of Low Vision Services: Florence Traub, R.N.
Optical Aids Counselor: Shirley Gossard

Fees: There are no fees charged for the evaluation and training services. If an aid or device is found to be of benefit and is provided to the patient, the recipient is requested to make a donation equivalent to Center's replacement cost of the aid.

Services: An extensive variety of magnification and other types of low vision aids is maintained at the Center. Specially trained low vision consultants give advice and demonstrations of appropriate aids to meet the vision needs of patients. Follow-up visits are scheduled to insure proper understanding and use of the aid(s) by the patient.

Application Procedure: Services of the Low Vision Center are available only upon referral from an Ophthalmologist (M.D.) who is familiar with the individual's visual condition. An application/referral form will be mailed upon request. Instructions for making an appointment are on this form.

Santa Monica Hospital Medical Center
Center for the Partially Sighted
1250 Sixteenth Street, 3RD Floor
Santa Monica, CA 90404
(213) 451-1511, Ext. 2393

Director of the Center: Dr. Samuel Genensky

Fees: Prescribed or recommended visual aids are sold at cost to patients who elect to purchase them through the Center.

Services: The Center for the Partially Sighted offers comprehensive services to partially sighted people of all ages. Patients receive complete low vision examinations by licensed optometrists who have specialized in low vision. Patients receive training in prescribed optical aids, psychological evaluation and counseling when needed, orientation and mobility instruction if appropriate, and referrals to other community resources. With patient's permission, observers will visit them in home, school, or work environments to assess how well they are coping with vision-related problems and environmental barriers. The Center will maintain contact with any teacher, counselor, or doctor who is concerned with the patient's visual condition.

For patients who are unable to articulate or otherwise describe the quality of the image they see, the Center has visual evoked response (VER) and electroretinogram (ERG) equipment to assess the visual system.

Application Procedure: Call or write to the Center and arrangements will be made for an appointment. The Center is open Monday through Friday from 8:00 a.m. to 5:00 p.m.

Southern California College of Optometry
Low Vision Clinics

Los Angeles Optometric Center
3916 So. Broadway
Los Angeles, CA 90037
(213) 234-9130

Fullerton Optometric Center
2001 Associated Road
Fullerton, CA 92631
(714) 870-7226

Chief of Low Vision Services: Kenneth Brookman, O.D.

Fees: Fees are based on a Relative Service Value (a fee is fixed according to the services provided).

Services: The professional staff of the Clinics are optometrists who specialize in services for persons with severely impaired vision. As members of the College of Optometry teaching faculty, these low vision specialists supervise and guide senior student clinicians in examining and meeting the seeing needs of their clinic patients.

A thorough step-by-step visual examination is conducted using all the usual vision tests plus special testing with telescopic and microscopic lenses, light control devices, and a variety of other aids and techniques. Patients are provided with information for procuring aids or devices which are demonstrated to be of benefit. Training and follow-up assistance are given in the proper use of the aid(s) in order that the patient may use them effectively.

A complete report of the examination explaining the findings and recommendations can be sent to any referring health professional, agency or school.

Application Procedure: All services are by appointment only. Phone or write for detailed information.

Braille Institute of America
Low Vision Aids Department
741 North Vermont Avenue
Los Angeles, CA 90029
(213) 663-1111

Low Vision Aids Consultant: Sherrie Coleman

Fees: All low vision evaluation and follow-up services are free.

Services: Braille Institute is a large private agency which provides a comprehensive program of training, education, and special services to and on behalf of visually handicapped persons. The Low Vision Aids Department offers the services of a full-time, specially trained visual aids consultant and a large inventory of various low vision aids. From information provided by a referring Ophthalmologist (M.D.) or Optometrist (O.D.), the consultant determines the range of magnification and type of device needed for specific vision tasks. Appropriate devices are demonstrated, taking into account the individual's needs and circumstances.

After it has been determined that a given aid(s) may be of benefit, information is provided as to where such aids may be purchased. Many of the devices are available directly from Braille Institute at reasonable cost.

Application Procedure: Low vision Aids Services are provided only upon referral from either an Ophthalmologist or Optometrist who is familiar with the individual's visual condition. An application/referral form will be mailed upon request. Instructions for making an appointment are on the form.

VISION SERVICES FOR MULTIHANDICAPPED VISUALLY IMPAIRED STUDENTS, Workshop #27
(Leader: Jane Vogel, Program Coordinator for Severely Handicapped, Office of the Los Angeles County Superintendent of Schools; Panelists: Ginger Jew, VH/MH Teacher, Office of the Los Angeles County Superintendent of Schools; Linda Clarke, VH-DIS Teacher, Office of the Los Angeles County Superintendent of Schools)

Topics Covered

- Vision Services for Low Functioning MH/VH Students at Sensorimotor/Awareness Level
 - a. Concepts of instruction using sensory learning center approach and sensory integration as a method.
 - b. Components of a Sensory Learning Center (including facilities, equipment and supplies.
 - c. Meeting IEP goals and objectives through this technique.
- Vision Services for Pre-Operational/Concrete Operational MH/VH students
 - a. Teacher made materials for various levels of functioning.
 - b. Meeting IEP goals and objectives using these materials.
- Vision Services for MH/VH Students Functioning at a Preschool Academic Level in terms of Visual Perceptual Development
 - a. Concept of visual perceptual development.
 - b. Practical application of materials and techniques to improving visual perceptual development at all levels.

CREATIVE APPLICATIONS OF PAPERLESS BRAILLE, Workshop #30

(Leader: Deanne Doorlag, Teacher of VH, San Diego U.S.D.; Panelists: Bettye Krolick, Immediate Past Braille Music Chairman, NBA; Gayle Brugler, Telesensory Systems, Inc.; Deanne Miller, Student, Pershing Junior High School, San Diego; Lavonne Davis, Supervising Braille Typist, San Diego U.S.D.)

Topics Covered

- Demonstration of the VersaBraille by an 8th grade blind student. The student demonstrated basic writing and reading skills using the VersaBraille unit, and also included a complete demonstration of deleting and inserting letters and words.
- Also a demonstration of a deaf-blind individual communicating with her friends. She demonstrated using the VersaBraille, in conjunction with a computer, for reading the newspaper and talking on the telephone.
- Future possibilities of the VersaBraille unit were discussed, including vocational potential.
- The braille transcribers (from San Diego City Schools Project) overview of the VersaBraille system was discussed.

THE TEACHER'S ROLE IN CONCEPT DEVELOPMENT FOR VH STUDENTS, Workshop #31

(Leader: Dr. Rose-Marie Swallow, Professor of Special Education, California State University, Los Angeles)

Tonics Covered

- No child is untestable. A child may be difficult to test but by varying the approach and manipulating factors which affect performance much information can be obtained.
- Due to limitations of formal and developmental assessment tools especially with multiply handicapped and sensory impaired, we must rely heavily on informal assessment.
- Performance on specific cognitive tasks in formal assessment tools does not necessarily give an accurate or complete picture of cognitive development. It's critical to look at the cognitive processes being tapped by specific tasks, how the child performs and what kinds of accommodations are needed to facilitate learning. Cognitive development is thought process rather than skill attainment.
- It is the teacher's role to:
 - a. Develop strong observation skills of a child's cognitive process within the child's everyday classroom routine
 - b. Examine and manipulate factors affecting performance
 - c. Use formal tools as a means, guide or framework for an assessment and not the end or final word
 - d. Use everyday activities and situations within the child's day to assess and stimulate cognitive thought.

- This workshop's focus was directed to cognitive development. However, language and social development is closely intermeshed with that of cognition. This interrelationship must be recognized in examining a child's development.

COMPUTER NOTATION PROBLEMS, Workshop #43

(Leader: Joyce Van Tuyl, CTEVH Braille Mathematics Specialist, Mathematic Area Representative and Computer Notation Specialist, NBA)

Topics Covered

- All material presented was in the nature of SUGGESTIONS (not covered by code)
 - a. Dotted line arrows in flow charts
 - b. Table with both computer and mathematical notation
 - c. Program material in itemized material with subdivisions
 - d. Comments by author in flowcharts
 - e. Input which appears to be output (lower case letters in programs as defined by code)
 - f. Fraction containing computer notation
 - g. IBM 96-column card
 - h. Stack of punch cards with only the first shown in its entirety
 - i. Printer spacing chart; partial printer spacing charts
 - j. Coding form

CONTRIBUTIONS TO THE

CTEVH "GIFTS AND TRIBUTE FUNDS"

will be used to improve services to the visually impaired.

Make checks payable to: CTEVH, and mail them to:

CTEVH Gifts & Tributes
741 N. Vermont
Los Angeles, CA 90029

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In Memory of: _____

Acknowledge to (Name, Address, Zip) _____

All contributions to CTEVH are tax-deductible.

EXECUTIVE BOARD 1982-83

President: Leah Morris, 3928 Sunny Oak Rd., Sherman Oaks 91403
Vice-President: Robert Dodge, 65 Linaria Way, Menlo Park 94025
Secretary: Donna Coffee, 2926 Cornell, Visalia 93277
Treasurer: Evelyn Falk, 4445 Colbath #106, Sherman Oaks 91423

BOARD OF DIRECTORS

TERM EXPIRES

Aikin Connor, TCT Editor, 721 Capitol Mall, Sacramento 95814	1983
Jane Corcoran, 400 Old La Honda Rd., Woodside 94062	1983
Robert Elford, 4097 39th Ave., Oakland 94619	1985
Jim Fisher, 760 East Robinwood Lane, Fresno 93710	1984
Lillian S. Gardner, 7046 Park Manor, No. Hollywood 91605	1985
Lynne Laney-Milo, P.O. Box 995, Georgetown 95634	1985
Chris Mackey, 202 W. Grangeville Blvd., Hanford 93230	1983
Sally Mangold, 20102 Woodbine, Castro Valley 94546	1983
Stanley Olivier, 21801 Roscoe Blvd. #247, Canoga Park 91304	1985
Cathy Rothhaupt, 2424 Roslyn Way, Sacramento 95825	1984
Fred L. Sinclair, 721 Capitol Mall, Sacramento 95814	ex officio
Jane O'Connor Verhage, 741 N. Vermont Ave., Los Angeles 90029	1984
Billie Anna Zieke, 2115 W. Judith Lane, Anaheim 92804	1984

CTEVH SPECIALISTS

Braille:

Literary	Norma L. Schechter, 8432 Northport Drive Huntington Beach 92646	(714) 536-9666
Mathematics	Joyce Van Tuyl, 854 Jordan Ave., Apt. E, Los Altos 90422	(415) 941-7452
Music	Elinore Savage, 350 Andora Way Cathedral City 92234	(619) 328-8003
Tactile Illustration	Jane Corcoran, 400 Old La Honda Road Woodside 94062	(415) 851-2122
Textbook Format (H.S.) and Foreign Language	Elizabeth C. Smith, 1290 Notre Dame Ave., Belmont 94022	(415) 592-4982
Textbook Format (K-8)	Billie Anna Zieke, 2115 W. Judith Lane Anaheim 92804	(714) 776-6754
<u>Large Type and Enlarged</u> <u>Drawing:</u>	Marian Wickham, 1027 Gilman Drive Colma 94015	(714) 588-1073
<u>Recording:</u>	Chris Mackey, 202 W. Grangeville Blvd., Hanford 93230	(209) 582-4843

CTEVH PAST PRESIDENTS

1957-1959	Betty Brudno
1959-1961	Irene Hawkinson
1961-1963	Helen Patillo
1963-1965	Ethel Schuman
1965-1967	Claire Kirkpatrick
1967-1969	Rose Kelber
1969-1971	Elizabeth Schriefer
1971-1973	Carolyn Card
1973-1975	Jane O'Connor Verhage
1975-1977	Fred L. Sinclair
1977-1978	Joyce Van Tuyl
1978-1980	Bill Briggs
1980-1982	Cathy Rothhaupt

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-1963	Betty Brudno
1964	Ethel Schuman & Kathryn Allen
1965-1969	Ruth S. Lowy
1970-1975	Norma L. Schechter

HISTORIAN: Donna Coffee

AWARDS CHAIRPERSON: Betty Schriefer

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues \$8.00: New ☐ Renewal ☐ Life Membership (\$150) ☐. Check payable to CTEVH.

NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____.

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVENUE
LOS ANGELES, CA 90029

LIFE MEMBERS

Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Lillian S. Gardner
William Gerrey
Georgia Griffith

Russell M. Kirbey
Bernard Krebs
Mabelle McMahon
Miriam Nelson
Evelyn B. Olgiati
Barbara Rubin

Norma Schechter
Virginia Shibue
Elizabeth C. Smith
Susan Van Dehey
Billie Anna Zieke

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

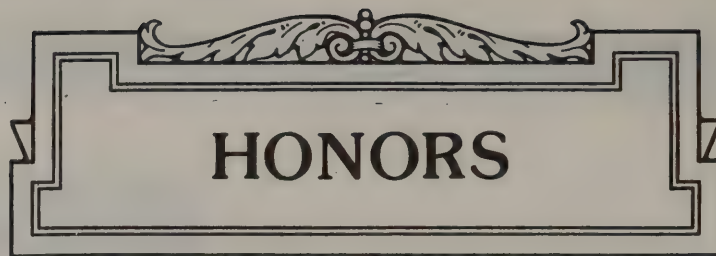
CONFERENCE



XXIV

**THE
CALIFORNIA
TRANSCRIBER**

SPRING 1983



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

Love Ansite
Leisure World Braille Transcribers

Pauline Salerno
Mt. Diablo Transcribers

Betty Wolf
Westside Braillists

Edith M. Ezell, Long Beach
Nancy B. Komp, Salinas
Leola M. Roth, Hacienda Heights
Martha C. Thompson, Signal Hill

NLS UPDATE

PROOFREADING, A

Dorothy Vallerger, Castro Valley Transcribers

* * * * *

1000 or more hours of Volunteering

2500 hours--Elda Whitelaw

1300 hours--Jean Shumway

Ruth Foltz

Marjorie Stoddard

1000 hours--Ruth Pilling

Recording for the Blind, Pomona Valley Unit



THE CALIFORNIA TRANSCRIBER

The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

SPRING 1983

CONTENTS

VOLUME XXVI, No. 1

INSIDE STORY

President's Message	2
Report from Nominating Committee	2
Meet the Board	
Jane O'Connor Verhage	3
Fred L. Sinclair	4
Conference XXIV	6
Introduction to Guest Speakers	
Carson Y. Nolan	7
Susan Jay Spungin	8
Emerson Foulke	8
Sally Mangold	9

SACRAMENTO FILE

Report from CDHS	Fred L. Sinclair	10
----------------------------	------------------	----

NEW OF GROUPS

News of Groups	13
New Officers	15
Braille Transcribing Classes	16
Interesting Transcriptions	16

OUR SPECIALISTS SAY

Textbook Format (Kindergarten - 8th Gr.)	Billie Anna Zieke	18
Literary Braille	Norma Schecter	19
Music Braille	Elinor Savage	21
Large Type--Different Types for		
Different Tykes	Marian Wickham	23
Voice Indexed Books Available	Chris Mackey	24
Reducing Clutter	Jane Corcoran	25
More On Format	Joyce Van Tuyl	27

Editor: Aikin Connor

Associate Editors: Julie Cormier, Fred L. Sinclair

Typists: Kay Luhman, Nancy Chu

Braille Transcription: Doris Pontac

Tape Recording: Volunteers of Vacaville

Editorial Board: Betty Schriefer, Barbara

Printed by Graphics Dept., McClaskey High School, Sacramento, CA

©1983 by California Transcribers and Educators of the Visually Handicapped, inc.
All rights reserved. No part of this periodical may be reproduced without the
consent of the publishers. Printed in the U.S.A.

INSIDE STORY

PRESIDENT'S MESSAGE

It's hard to believe that it has been almost a year since we met in Los Angeles. But, once again we are approaching our annual Conference, those exciting few days of excellent workshops where we learn new techniques regarding our fields of expertise and where we review what we think we already know and seek answers to questions that arise during the year.

Although this may sound like all of our time is spent on work, work, work -- for those of you who will be "first-timers" -- not to worry. For along with the work is the experience of meeting interesting people, the Specialists, Board members, guest speakers, and members of the Conference Committees -- the latter who work hard for almost a year to make our Conference so great.

All of this, plus the social activities of the Banquet and Luncheon makes the 2½ days very fulfilling.

I'll be looking forward to meeting all of you in San Jose. Be sure to stop by and say "Hello" to all of us on the Board on Thursday night at the President's Reception.

Leah Morris

REPORT FROM NOMINATING COMMITTEE

The Nominating Committee (Donna Coffee, Jim Fisher, and Lynn Laney-Milo) is pleased to present the following names for election to the Board of Directors with a term beginning March of 1983 and expiring March of 1986. Election will be at a general session at the March Conference in San Jose.

Robert Dodge; Resource Teacher, San Mateo County Schools (2nd term)

Jane Corcoran; Transcriber, 6th District California PTA Braille Transcription Project, North Branch (2nd term)

Maureen Reardon; Educator, School for the Blind, Fremont (1st term)

Joan Levy; Transcriber, Santa Barbara (1st term)

Jean Adams; Transcriber, 6th District California PTA Braille Project, North Branch (1st term)



MEET THE BOARD

JANE O'CONNOR VERHAGE

The last two board members to present their profiles (Winter issue) have mentioned their status as Californians -- one native, one immigrant. Let us put this to rest once and for all. My grandfather was the first white child born in beautiful Scott Valley, Siskiyou County (naturally he was named Scott). I was born in Sacramento on Admission Day and claim to be a native, native, native!

Northern California was home for me. I grew up in Oakland, Marysville, Alameda, Santa Rosa, Yuba City, and Sacramento and finally had the joy of attending one school for four years in Stockton. I graduated from the University of Pacific with a special dispensation. I had flunked rest gym!

Once Pacific's gung-ho drama major, I became an Insurance Adjustor for Hardware Mutuals, married the neat adjustor sharing my desk (that was Phil) and promptly left work to raise three daughters and a dog. In between Girl Scouts, Campfire Girls, and P.T.A. I wrote and produced fashion shows for a downtown shop in Oakland and wrote and directed programs for Women's Clubs. I also had the pleasure of starting the East Bay Alumni of Pacific's Delta Gamma Sorority - an organization still flourishing and now celebrating some members' 40th wedding anniversaries.

Twenty years ago Phil and I moved the girls and the dog to the southland as he became Vice President and subsequently President of Wilshire Insurance Company. Our daughters all graduated from their respective universities (and are now happily launched in their individual careers) and I went back to work.

Eighteen years ago this March I joined Braille Institute's Public Relations Department in charge of the Speakers Bureau, Exhibits, and tours. It was fun, but that was not to last. Rather quickly, I turned into their Director of Volunteers and have been at it ever since. It's still challenging.

Outside of Braille I have served as the anguished president of my condominium for two law-suit filled years. (P.S. We won!) I'm now serving on the board of Hollywood Heritage -- a dynamic new organization saving and restoring some of the jewels of Hollywood's heyday.

Being a board member and president of C.T.E.V.H. (1973-75) have been special though somewhat startling assignments for me as I am neither an Educator nor a Transcriber. However, it has been exciting to watch this very professional organization grow in membership and scope and service. Perhaps my contribution of getting the Board of Directors ratio of Educators and Transcribers equalized has helped. I hope so. All of us at Braille Institute salute C.T.E.V.H. and I for one am proud to have had the privilege of serving this fine organization.

A product of, or perhaps a by-product (or even a waste product to some) of the laborious efforts and continuous nurturing of many beautiful people, I was born of normal parents--native Californians--in Santa Monica, during the third decade of this century. I attended public schools -- many throughout my first seven grades. Two in the first, five in the second and three in the third. Not my choice, but rather that of my father; apparently, it was easier to move during the depression years than it was to pay the rent!

In the first grade I learned to read "Dick and Jane" from the teacher's easel copy. I could even manage some of the bolder primary type in the primary books, but by the second and third grades when type size diminished, I became a nonreader. Consequently, throughout my public school experiences, my game was to outwit the teachers. I could listen to class discussions, then pick up and respond to questions with the right answers when I chose to do so. I learned to write, could hand in written lessons, usually very original, sometimes correct and sometimes very incorrect.

Finally found out and betrayed by a highly perceptive teacher and school nurse, I was referred for the eighth grade to the California School for the Blind in Berkeley. After attending classes at CSB for two years, I mastered braille -- slate and stylus note taking skills only -- and standard touch typewriting. I completed my high school work at University High in Oakland. With no braille nor recorded books available I learned to use readers effectively for study throughout not only high school, but the University of California in Berkeley, where I obtained my B.A. general, secondary teaching credential and San Francisco State where I received special education credentials to teach speech correction and the

visually handicapped. It was not until I began my teaching career in Campbell in the early '50s, that I realized there were some gaps in my education! As my dear friend, Cathy Rothhaupt, has often stated, "Fred, you could have amounted to something if you had had a proper education." But I grew with my high school students in their English and government classes and my primary and intermediate children as they developed their communication skills using special materials and tools. I was privileged to set up some of the first volunteer transcribing classes in the state and proud that some of my students are still actively transcribing.

Joyce Van Tuyl was one of my first students. How much I could learn from her now! Sylvia Cassell worked hand in hand with me in the Campbell and San Jose areas training transcribers. As so few materials were available in braille and large type, we transcribers and teachers of the visually impaired students learned early the importance of working together and sharing our materials. How satisfying it is to reflect on some of our first meetings in the Bay Area. I am proud to report that I have yet to miss an annual conference of CTEVH.

After five years of work in Santa Clara County, Campbell Union High School District and Campbell Union Elementary School District, I came to the State Department of Education to set up a newly legislated position of educational counselor for the blind. My role as counselor in Northern California was to identify and meet with visually impaired students receiving no VH teacher services in our public schools and to serve as a resource specialist providing direct counseling and assisting with the provision of needed materials, aids, and equipment.

During 1963/4, when the CDHS, formerly Clearinghouse Depository for the Visually Handicapped, was mandated by the legislature, I was assigned to develop this service. My contact with school personnel, with volunteer and school employees, transcribers, parents, and individual students has been highly stimulating and rewarding. It is in my capacity of director that I have been privileged to continue to work these many years as a CTEVH ex-officio board member. I was also an elected board member and even president.

Throughout my professional experience, my intermittent travels (both on work assignments and play) have enriched and broadened my professional

and personal experiences. I have come to know many national and international figures from Europe, the Middle East, Africa and the Far East. It is exciting for us all when these celebrities visit our state and attend our conferences.

My work with CTEVH members and especially as it relates to CTEVH functions, is the most gratifying of my many experiences. Perhaps it is because members' contributions to CTEVH activities are given selflessly, joyously, and purposefully. My continuous association with CTEVH members helps me feel like I do, despite Cathy's comment, "...amount to something."

ADDENDUM TO KREBS LESSONS

Norma L. Schecter and her hard working CTEVH committee (and the ever-helpful Bernard Krebs, himself) have completed the ADDENDUM TO LESSONS IN BRAILLE by Bernard M. Krebs. It is now being printed and will soon be available (as described in TCT Winter 1982) from Braille Institute.

CONFERENCE

XXIV

CTEVH CONFERENCE - A BEST BUY

C.T.E.V.H.
knows the way



24th
ANNUAL CONFERENCE

March 10-12, 1983
San Jose

Nothing can beat the bargain available March 10-12 in San Jose. For a mere \$10 registration fee you will be plunged into an intense, exhilarating, informative, and fun-filled three days. Forty-nine workshops covering all aspects of teaching and transcribing await you. Exhibits showing all the latest technology will delight you. The President's Reception gives the opportunity to socialize with old and new friends and to meet your officers, board members and specialists. The General Session will feature three prominent figures in the field of service to the visually impaired. Also offered are a tour to the new California School for the Blind (\$2.50), a banquet (\$16.75), and a luncheon (\$9.25). No other group gives so much for so little. And it will all take place in a beautiful new hotel - The Red Lion Inn, 2050 Gateway Place, San Jose 95110. For more information write or call Jane M. Corcoran, Conference Chairman, 400 Old Honda Road, Woodside, CA 94062. Phone (415) 851-2122.

INTRODUCTION TO GUEST SPEAKERS

As any experienced Conference-goer knows, among the highlights of every Conference are the special speakers. For many years CTEVH has had truly outstanding speakers at Conference - internationally recognized experts in the area of the education of the visually handicapped - who bring to California news and new ideas from other parts of the world. This year, we are fortunate, again, to have four of the most widely known authorities in their respective fields.

GENERAL SESSION FRIDAY 10:30 - 12:15

CARSON Y. NOLAN

Anyone who has done any research in the education of the visually handicapped will know the name Carson Y. Nolan. Perhaps no other name in the field appears on more studies nor is any other researcher more widely quoted or cited. Indeed, it may be impossible to do a study in this area without citing Carson Y. Nolan!

But there's another side of Dr. Carson Nolan known to everyone who has any dealings with the American Printing House for the Blind: he's the President.

Carson was born in Indiana and educated in Kentucky, receiving both the bachelor's and master's degrees from the University of Kentucky. He was awarded the doctorate by Washington University in

St. Louis and, after a stint with the Air Force Personnel and Training Research Center in Kansas, returned to Kentucky.

For some twelve years, Carson served in an adjunct faculty position at the University of Louisville during which time he also served as Director, Department of Educational Research at APH. From 1976 to 1979, he served APH as Vice President and General Manager and since 1979 has been its president.

Besides making numerous presentations around the country, he has published over 100 professional monographs, chapters, and articles.

The title of his presentation to CTEVH Conference XXIV is "The American Printing House in Perspective: Past and Future."

SUSAN JAY SPUNGIN

We, in California, think of Dr. Susan Jay Spungin as one of us. And not without reason. She received the master's degree from San Francisco State University (where she was named "Alumnus of the Year" in 1975) and taught in the Bay Area before moving to the East coast to achieve national and international recognition in the field of education of the visually handicapped.

Recently appointed as Associate Director for Program Services, American Foundation for the Blind, Susan already could claim many achievements, including teaching positions with Teachers College, Columbia University, Hunter College (New York), and the Karen Horney Clinic (New York). In addition, she has published widely: at least eight books or monographs and a dozen or more articles in professional journals. She has presented papers in Argentina, Paris, New Zealand, Saudi Arabia, and Nairobi.

This is not Susan's first participation in a CTEVH Conference. In 1978, at Universal City, she presented an address, "National Guidelines for Comprehensive Educational Programs for Visually Handicapped Students," which previewed her AFB publication, Guidelines for Public Schools Serving the Visually Handicapped (second edition issued in 1981).

This year, Susan's address, "The Roles of the American Foundation for the Blind and the Braille Authority of North America," may comment on the recent international conference on braille in English speaking countries in which she participated.

So welcome "home," Susan -- may you return again and again to add to our information and insight and to give us a little smug satisfaction at seeing a "local girl who made good".

EMERSON FOULKE

Dr. Emerson Foulke is no stranger to California nor to CTEVH, having made presentations and/or consultations from San Diego to Sacramento. Among those were the 1974 CTEVH Conference in Newport, the 1980 CTEVH Conference in Claremont, and the 1981 CTEVH Conference in Sacramento.

Emerson is among the most prominent and most highly regarded researchers in the area of perceptual alternatives for the blind and others with perceptual problems or dysfunctions. In fact, he is the director of the Perceptual Alternative Laboratory at the University of Louisville, where he is Professor of Psychology.

Born in Joplin, Missouri, Emerson became blind at age two and a half. He was educated at the Missouri School for the Blind, grades one through ten and returned to Joplin to finish high school -- without any support services. He studied psychology at the University of Arkansas, where he received the B.A. degree. He was awarded the doctorate by Washington University in St. Louis, where he had been a friend and classmate of Carson Nolan (President of APH and another Conference XXIV speaker).

Emerson, too, went to APH, (and the University of Louisville) where he developed a research study (funded by Federal grant) which required him to be full-time at the University of Louisville. That study was the landmark research into the educational uses of compressed speech -- an area with which Emerson Foulke is identified world-wide.

His tenure at the University of Louisville has seen the Perceptual

Alternative Laboratory (which he established in 1970) play host to a number of symposia related to both aural and tactual concerns. His latest book, TACTUAL PERCEPTION: A SOURCE BOOK (Cambridge University Press, 1982), which he co-edited, contains papers presented at a symposium on tactual perception held at the University of Louisville in 1979.

Happily, the weight of Emerson's impressive accomplishments rest lightly on him. He is a charming and witty companion and a most entertaining speaker. His presentation for CTEVH Conference XXIV is titled "The Blind Student in the Chemistry Lab, or, Let's Get Out Before the Explosion!"

LUNCHEON

SATURDAY 1:00 PM

SALLY MANGOLD

If anyone in CTEVH has not heard of Sally Mangold, that person has not been paying attention! To CTEVH members Sally is known as a Board member, frequent leader/panelist in workshops, teacher, wife of Phil Mangold, and "co-parent" of Harvey, the wonder dog. Perhaps Sally's ready willingness to participate in many ways in CTEVH has obscured from us the exceptional esteem with which she is viewed throughout the nation.

To many teachers and students, Sally is known as the author of the MANGOLD DEVELOPMENTAL PROGRAM OF TACTILE PERCEPTION AND BRAILLE LETTER RECOGNITION which has helped give a solid grounding in braille reading to blind students across the country. (In at least one school in the Middle West, students speak of "mangolding" a page of braille. Now THAT'S recognition!)

With Sally's background it's easy to see why she knows what she's doing. She graduated from the California

School for the Blind, San Francisco State College, and Columbia University; was resource teacher for elementary grades in Castro Valley for 15 years, teaching braille transcribers concurrently; received the doctorate from San Francisco State University/University of California, Berkeley; has taught at San Francisco State since 1977; has participated in national and international conferences and committees; has taught and conducted workshops in Nebraska, Washington (state), Texas, Washington, D.C., Michigan, Hawaii, and Canada, as well as in California; and has found time to author and/or edit numerous publications (a recent example being A TEACHER'S GUIDE TO THE SPECIAL EDUCATION NEEDS OF BLIND AND VISUALLY HANDICAPPED CHILDREN, American Foundation for the Blind, 1982).

In short, we have a celebrity in our midst: a genuine, authentic, EXPERT (who really is one!).

Sally's address to CTEVH Conference XXIV is titled "California Gold."

SACRAMENTO FILE

REPORT FROM CDHS

SPECIAL ACQUISITION PROGRAM

As some of you know, the funds appropriated to CDHS by SB 1325 to acquire special equipment for visually handicapped students were frozen by Gov. Deukmejian. We are happy to report that those funds have now been exempted and we at CDHS are busy preparing and processing orders for equipment requested by schools. As reported in the last issue of TCT, requests have totalled virtually twice the money appropriated, so we have had to give very careful attention to the evaluation of those requests. We have been helped immensely by several former teachers who have spent many hours considering not only individual requests, but total county and consortium requests, as well. Juggling the many factors involved -- item cost, priority, students served, etc. -- is not easy but we feel the concerted judgment of the evaluation committee has been saved.

Although orders have been signed by CDHS, the process of state procurement -- requesting and evaluating bids from vendors -- will take time. Nevertheless, equipment will certainly be delivered before the close of this school year. When we have been informed by the Office of Procurement that an order has been placed with a vendor we will inform the school regarding the number and type of equipment that may be expected and the report that must be made when the shipment is received.

CDHS MASTER TAPE LIBRARY

Caught by the budget cuts and frozen funds brought about by the state's current fiscal problems are the recordists for the Master Tape Library. Many of you know that for years we have maintained a recording staff -- usually college students -- here in Sacramento, in addition to the great volunteers around the state who help us. These paid recordists have been terminated and we must now rely entirely on volunteers.

(Thank heaven for Chris Mackey, RFB, etc.!!)

Among the volunteers are those inmate volunteers at Vacaville, Soledad, and Sierra Conservation Center who have been so ready to help in the past. Dr. Connor has recently been in touch with the State Department of Corrections regarding the possibility of expanding recording programs to other facilities in the state and reports a positive response.

Another casualty due, indirectly, to the state's fiscal problems is Dr. Connor's secretary, Margie Ancel. Having been frozen in position in the Department of Education and unable to be promoted to a higher position she so much deserved, when a higher position in another department (which seems to have better near-term prospects for promotion) was offered to her, we encouraged her to move quickly. Our loss is substantial. We have been informed, too, that we will not be able to replace Margie until July 1, if then.

WARNING TO THERMOFORMISTS

The moist air of these damp, winter months seems to be permeating our braille paper supplies. Joyce Van Tuyl reports that moist braille paper masters can easily be destroyed from overheating in the Thermoform machine. To protect the master:

(1) Don't leave the master on the hot plate of the machine for other than short periods of time because moisture dries out from the master, it may wrinkle, fold up and distort not only the braille symbols, but especially embossed drawings.

(2) Don't run more than two consecutive copies of a single master at a time; rotate masters to allow them to cool without distortion.

TRANSCRIBING SERVICES

The early months of each calendar year are often quiet periods

for our volunteer transcribers. A number of chairpersons of groups and individual transcribers have contacted CDHS for assignments. With the new elementary school State adoptions scheduled for delivery in September well underway, transcribers are ready to take on new textbook assignments in all subject areas. I encourage VH school personnel to do early planning and begin placing books directly with transcriber organizations as soon as possible or to

contact my office for help in identifying a transcriber organization who can undertake a special transcription. Let's not wait until the summer months for books needed in early September.

On behalf of the many teachers and visually handicapped students being served, I express sincere thanks to each of you volunteers for your very important contribution.

APH FEDERAL QUOTA CRISIS

The following letter, printed in its entirety, calls for immediate action from all of you in the field. The ever increasing high cost of education, the diminishing budgets of both local and state education agencies, and the growing numbers and needs of visually handicapped children and youth demand increased appropriations freed from the restrictions that would be placed on them by the action described below.

Please review Dr. Nolan's letter carefully. Be alerted that the bill will be acted on sometime in March. My office will try to notify you of the number of the bill.

Educators and transcribers, please contact your Congressmen so that we can continue to use this federal quota program effectively. The Congressman representing your district is listed in your local public telephone directory under "Congress" in the United States Government Offices section. The government offices are generally the first listings in the phone book.

Feel free to contact me for further information.

Fred L. Sinclair
Director

February 11, 1983

Mr. Fred L. Sinclair
California State Department
of Education
721 Capitol Mall
Sacramento, CA 95814

Dear Mr. Sinclair:

We would like to inform you of plans by the Department of Education to amend the Act to Promote the Education of the Blind. What is proposed is the following:

1. To abolish the permanent appropriation of \$10,000.
2. To require trustees to provide 10% matching funds before they are eligible for quota.
3. To formalize annual redistribution of the quota.

The effects of this would be several:

1. It would reduce our appropriation for education materials to \$4,520,000 for FY 1984 as compared to the \$4,660,000 awarded last year.

2. This reduction in combination with the projected increase of 3,400 new students in 1984 would decrease the per capita furnished under the Act from \$121.35 in FY 1983 to \$108.13 in FY 1984.

3. A trustee would be required to spend the matching amount to become eligible for quota. If a trustee's allocation was \$10,000, \$1,000 must be spent at APH before any materials could be charged against the allocation.

4. APH would no longer be able to grant the 50% credit effective July 1st of each year. This has allowed each trustee to order materials in advance of receiving his quota allocation on October 1st.

The reduction for funds for the blind described above are in stark contrast with the increases of 5-10% awarded other special institutions with which we are grouped (Gallaudet College, National Training Institute for the Deaf, and Howard University).

All of us in the field of education of the blind should oppose this measure. The bill to amend the Act will be introduced sometime in March. We will alert you to the time and send the bill numbers.

In the meantime, all of us interested in opposing the amendment to the Act should contact our Representatives and Senators to alert them to this potentially damaging amendment.

I will be in Washington during the Leadership Special Study Institute on February 24-25. This will be a good time to visit our Congressmen. I will be glad to talk with you then.

Sincerely,

Carson Y. Nolan
President

NEWS OF GROUPS

NEWS OF GROUPS

Virginia McDonald of BRAILLE TRANSCRIBERS, SACRAMENTO NORTH AREA, has studied Elinor Savage's system (See Fall 1982 TCT -- News of Groups) whereby a literary transcriber can work successfully with a Nemeth transcriber to produce math materials without having had completed a course in the math code. Virginia reports "in a nutshell":

Elinor's system is ideal for such books as chemistry, physics, logic, science, most computer manuals and texts. However, it is not suitable for books profusely scattered with Nemeth, such as math books.

The procedure, offering two methods, in brief: First, the Nemeth transcriber organizes the book by scanning it to determine which of the two methods is to be used; by determining the number of braille volumes and just where to break for each volume; by deciding on the format to use, and these instructions she writes directly on the page in regular pencil as she is marking the Nemeth items; by marking the Nemeth items, using two different colored pencils (say, red and blue) and a regular pencil.

Method #1 is used for a book that is mostly literary, and though it may contain a lot of Nemeth, the Nemeth is simple and repetitious:

(a) An item on the "Symbols and Rules" page is underlined in red. This "Symbols and Rules" page contains both the print and braille, and a copy is given to the literary transcriber;

(b) An item not on this page is underlined in blue; the brailled example is given to the transcriber;

(c) For uncomplicated displayed expressions (items set apart from the text), diagrams, tables, the format is written in regular pencil and then underlined in red and/or blue.

Method #2 is used for a book with many math expressions, etc., as follows:

(a) If the item is on the "Symbols and Rules" page, it is underlined in red;

(b) If not, it is underlined in regular pencil and a number is written in the margin. This number represents the number of spaces the transcriber is to leave blank;

(c) If the number in the margin has a circle around it, that means the number of lines to leave blank, and

(d) If the number has a square around it, that means the number of pages to leave blank before continuing on with the text;

(e) These penciled items are filled in later by the Nemeth transcriber.

Along with the marked text, the literary transcriber is given:

a copy of Nemeth Code Symbols and Rules;

a copy of brailled examples of Nemeth symbols;

brailled examples of the blue-underlined terms (all of these already mentioned);

a copy of Nemeth and Computer Code Format;

a copy of "How to interpret the underlining";

a copy of Format for Figures, Tables, etc (Method #1); and, if it applies

a copy of Computer Code Symbols and Rules;

a copy of brailled examples of computer symbols.

The literary transcriber working with a math transcriber as outlined above suddenly realizes that she(he) has learned to braille math expressions; thus succeeding transcribed books will be easier to do and knowledge of math braille continues to expand.

The foregoing report is quite brief -- our thanks to Virginia for putting it all in a nutshell. Further discussion about the system can be had directly with Elinor Savage when you see

her at the next Conference; ask her -- she'd be delighted to send you a copy of the complete detailed instructions.

Chris Mackey of KINGS TRANSCRIBERS LIBRARY is a "one-man band" organization! Manpower is at a zero so Chris maintains the Library all by herself and is doing a great job! Chris learned braille "long distance" with Norma Schechter this past year and now she can correspond with anyone in braille when the need arises. The Kings Library offers a Braille Decoder for 75¢ which will be available at Conference; this booklet is helpful to those people who obtain brailled notes of various kinds from time to time but who are unable to read braille. The booklet organizes the braille code in such a way that it is fairly easy to "decode" a brailled message.

Chris also sends along this helpful suggestion which she would like to share with those who record material: When you have many footnotes printed in another part of the book but must read them when they occur in the text, make a photo copy so that they will be readily available when you come across them in the text.

Although members of the OAKMONT VISUAL AIDS WORKSHOP have not seen their names written on the "Honors" page of this publication, their awards are carried within their hearts -- the awards this group receives are the wonderful thank-you letters from grateful teachers telling of their successes in working with the aids. Stop by to see this wonderful group of volunteers at the next Conference -- they look forward to hearing your suggestions for new materials and evaluating some of their exhibited items.

The enlarger/copier at PETALUMA BRAILLE TRANSCRIBERS GUILD never cools down -- a young man who is working for his Eagle Scout Award has been filling a scouting requirement

by working evenings and Sundays using the copier to enlarge print books. The teachers are delighted with the work being enlarged -- volumes on end!

Phyllis Deaton and Ethel Olsen of the Petaluma group, with the help of Herb Brann from Marin County, completed a math textbook for a blind teacher in Northern California. Neither lady has completed the course for Nemeth Code and it was a real challenge. No one else was available to transcribe the book so Phyllis and Ethel decided to tackle it. The teacher felt that it couldn't have been done better; now the gals are planning to really buckle down and complete the math course!

RECORDING FOR THE BLIND, INC., with the help of the computer, are now able to order books from the New York tape library upon receipt of the local student borrower's number, thus saving them the task of reaching New York via the Wats line.

Nancy Arce of RECORDING FOR THE BLIND, INC., Pomona Valley Unit, would welcome your suggestions to help her obtain the services of qualified volunteers to read specialized math and science books. Apparently, this is a narrow field to reap as it requires a definite amount of skill, education, and aptitude.

Growing membership and the need to provide braillewriters to their graduate students prompted SACRAMENTO BRAILLE TRANSCRIBERS to have a Flea Market as well as their annual Dutch Auction to raise funds; the result was four new writers! Another writer was donated to the group by member Joann Moran in memory of her husband, John E. Moran.

Ellie Glassburner, past president of the Sacramento Braille Transcribers is in Cairo, Egypt, with her

husband who is assigned as Co-Director of the Agricultural Development Systems Project (a research and development program in collaboration with the University of California and the Egyptian government). Ellie has become very involved brailleing for blind students there and was seen recently on Cairo TV helping to orient the Egyptian public as to the need for support in brailleing, mobility training, and other aids. She has been training braillists as well. As busy as Ellie is, she still has time to visit ancient temples, taking boat trips down the Nile, etc. When she returns from Egypt she may have much information to share with all of us regarding the visually impaired in Cairo.

SIERRA VOLUNTEERS FOR THE BLIND are busy with their ongoing project of re-mastering, reviewing tapes, recording textbooks (elementary to college level), "PAL Series", and children's novels on tape.

SIXTH DISTRICT, CALIFORNIA STATE PTA, BRAILLE TRANSCRIPTION PROJECT, San Jose, is eagerly awaiting an Atari 800, Printer, Word Processor and extra memory modules. Two volunteers have promised to program the machine so that over 10,000 volumes of braille on file with the San Jose group will be listed as well as other braille books in the area. Their heartfelt THANKS to Atari, Inc.!

SONOMA COUNTY BRAILLE TRANSCRIBERS GUILD wants to know: do you have a braille sitting unused on your shelf? Please donate or lend it to your local transcribing group where it will be put to good use. The Sonoma members have spent many hours telephoning leads to no avail. They would be willing to purchase any unused braille, so contact them and two parties will be served favorably.

NEW OFFICERS FOR TRANSCRIBING GROUPS

(Group Chairpersons: Please note the following information in your copy of ALOCT)

Berkeley-West Contra Chapter, American Red Cross

Chairperson: Jane Hawkinson
Braille 296 Lake Drive
Kensington 94707
(415) 526-2678

Chairperson: Nikki Cimino
Bindery 7352 Stockton Ave.
El Cerrito 94530
(415) 527-4355

Secretary: Akiko Owen
740 Oakland Ave.,
Apt. #306
Oakland 94611
(415) 654-8915

Kings Transcribers Library

Chairperson: (Mrs.) Chris Mackey
202 W. Grangeville Blvd.
Hanford 93230
(209) 582-4843

Recording For the Blind, Inc.,
Pomona Valley Unit

Vice-Chairperson: Mary Wheeler

Public Relations: Nancy Arce

San Fernando Valley Braille Transcribers Guild

Group Chairperson: Joyce Rabinowitz
(Change address to: 16454 Refugio
Encino 91436

Vice-Chairperson: Dorothy Dunsmore

BRAILLE TRANSCRIBING CLASSES

Berkeley:

Beginning October 5, 1983, on Wednesday from 10:00 a.m. to 12:00 noon at American Red Cross, Berkeley-West Contra Costa Chapter, 2116 Allston Way, Berkeley 94704 with instructor Betty Wondra. For further information please contact instructor at 4449 Anderson Ave., Oakland 94619 or telephone (415) 331-2426.

Los Angeles:

Beginning in September 1983, on Tuesday from 10:00 a.m. to 12:00 noon at Sinai Temple, 10400 Wilshire Blvd., Los Angeles 90024, with instructor Hannah Jaffee; for further information, contact Chairperson Beatrice Zeientz at (213) 275-7546.

Petaluma:

Classes continue year round on Thursday from 9:00 to 12:00 noon at McKinley School, Petaluma, with instructor Freda Z. King. For further information, contact Phyllis L. Deaton, 1459 Magnolia Ave., Petaluma 94952, (707) 664-1430; or Ethel M. Olsen, 605 Reynolds Drive, Petaluma 94952, (707) 763-3862.

San Leandro:

Continuous classes; for further information, please contact instructor Dorothy Vallergera, 15361 Norton St., San Leandro 94571, (415) 352-0522.

Santa Rosa:

Beginning September 6 or 13, 1983, on Tuesday from 7:00 to 10:00 p.m., at Santa Rosa High School, Room 134, Santa Rosa, with instructor Betty Scherfee. For further information, contact instructor at 4083 Sacramento Street, Santa Rosa 95405, (707) 542-3609; or Elvira Stone, 908 Stevenson Street, Santa Rosa 95404.

Walnut Creek (Literary and Nemeth)

Beginning in October (day and time open) at 1920 Magnolia Way, Portable E, Walnut Creek 94596, with instructor Betty Osborne. For further information write to instructor at same address or telephone (415) 937-5173.

INTERESTING TRANSCRIPTIONS

Braille Institute
Press Department
741 N. Vermont Avenue
Los Angeles 90029

Hungarian Cooking by Ruth Bauder Kershner, copyright 1979
(braille, 3 volumes)

The Julian Calendar 1983
(braille, 1 volume)

Humboldt Braille Transcribers
P. O. Box 6363
Eureka, CA 95501

Sun Chief, The Autobiography of a Hopi Indian, copyright 1942
(braille) Order from Clearinghouse Depository for Handicapped Students, 721 Capitol Mall, Sacramento 95814.

Kings Transcribers Library
202 W. Grangeville Blvd.
Hanford, CA 93230

The Enchanted Loom by Robert Jastrow, copyright 1982 (tape, on loan)

Recording for the Blind, Inc.
Los Angeles Unit
5022 Hollywood Blvd.
Los Angeles, CA 90027

In process of recording:

The Encyclopedia of Philosophy, vols. 3-6, edited by Paul Edwards, copyright 1967 (tape, on loan)

San Fernando Valley Braille Transcribers
Guild
c/o Press Department, Braille Institute
741 N. Vermont Avenue
Los Angeles, CA 90029

HBJ Mathematics #5 by May, Frye
and Jacobs, copyright 1981
(braille)

Sixth District California State PTA
Braille Transcription Project
101 North Bascom Avenue
San Jose, CA 95128

The Garlic Lovers' Cookbook by
Garlic Lovers' Cookbook Committee,
copyright 1980 (braille) May be
purchased 8¢ per page or Brailon
exchange.

Volunteers of Vacaville, Inc.
P. O. Box 670
Vacaville, CA 95696

Principles of Accounting by
Needles, Anderson & Caldwell,
copyright 1981 (tape, 19 reels,
75 tracks)

The Bamboo People: The Law and
Japanese-Americans by Frank F.
Chuman, copyright 1967 (tape,
6 reels, 21 tracks)

Hear That Lonesome Whistle Blow
by Dee Brown, copyright 1977
(tape, 3 reels, 10 tracks)

These tapes may be loaned or
purchased (stipulate when
ordering). Indicate what type
of recorder will be used for
playback, i.e., reel-to-reel or
cassette and 2 or 4 track
capability.

**CONTRIBUTIONS
TO THE**

CTEVH "GIFTS AND TRIBUTE FUNDS"

will be used to improve services to the visually impaired.

Make checks payable to: CTEVH, and mail them to:

CTEVH Gifts & Tributes
741 N. Vermont
Los Angeles, CA 90029

Donor's Name, Address, Zip _____

In honor of:

In Memory of: _____

Acknowledge to (Name, Address, Zip) _____

All contributions to CTEVH are tax-deductible..

OUR SPECIALISTS SAY

TEXTBOOK FORMAT (K-8)

Sec. II.A.iv.c.

Many thanks to Barbara Tate and Norma Schechter for the marvelous brailled examples of Section Numbers in Outline Reference (TCT, Winter '82) for Textbook Format and Literary Braille.

However, I was puzzled by the decimal usage in TBF until I had this read aloud to me by administrators, educators, and my husband (actually Bob was the first, but husbands don't know everything). They read "Section period II point A point iv point c point." If you say it out loud the new usage makes sense.

Abbreviation of Metric System Unit (word) in TBF

When Norma Lauder of Beach Cities Braille Guild started transcribing a fifth grade reading text, she ran into a problem that maybe you've seen. In brailleing a recipe, she ran across some unusual abbreviations. Our morning conversation went something like this:

Norma: How do I braille "6 l"?

Me: In TBF you braille in the order written.

Norma: What does the "l" stand for?

Me: Liter! The dictionary gives the abbreviation at the end of the definition.

Norma: O-oh? All right. Goodbye.

Later, I had second thoughts about my answer. So I picked up a dictionary to see if the abbreviations really are there. I was surprised to find they aren't.

After checking more than half-a-dozen dictionaries (copyright less than twelve years old) only one had a metric chart with abbreviation: Webster's NEW COLLEGIATE DICTIONARY, 1975. Most of the rest had metric charts but no abbreviations.

In case you don't have "Abbreviation of Metric Systems Units", here's a chart showing them:

LENGTH

myriameter	mym
kilometer	km
hectometer	hm
dekameter	dam
meter	m
decimeter	dm
centimeter	cm
millimeter	mm

MASS AND WEIGHT

metric ton	MT, t
quintal	q
kilogram	kg
hectogram	hg
dekagram	dag
gram	g, gm
decigram	dg
centigram	cg
milligram	mg

VOLUME

kiloliter	kl
hectoliter	hl
dekaliter	dal
liter	l
deciliter	dl
centiliter	cl
milliliter	ml
dekastere	des
stere	s
decistere	ds
cubic centimeter	cu cm, cm ³ , cc

AREA

square kilometer	sq km, km ²
hectare	ha
are	a
centare	ca
square centimeter	sq cm, cm ²

Billie Anna Zieke
Textbook Format
(Kindergarten - 8th Gr.)
Specialist

LITERARY BRAILLE

*** IMPORTANT NOTICE TO WORKSHOP PARTICIPANTS ***

Last year a transcriber's Evaluation Sheet suggested prior access to the worksheets, so that valuable workshop time would not be taken up in underscoring contractions or errors right in the workshop. As a trial experiment, then, if you are signed up for my workshops:

402. LITERARY BRAILLE--BETTER BRAILLE TO DELIGHT THE FINGERS. Worksheets may be obtained in advance of the workshop directly from Norma Schecter, on Friday evening from 6:30 to 7 p.m. only, in the Exhibits Room at the Hadley School table.

502. PROOFREADING FOR BRAILLE TRANSCRIBERS. Thermoformed proofreading drills may be obtained in advance of the workshop directly from Norma Schecter, on Friday evening from 6:30 to 7 p.m. only, in the Exhibits Room at the Hadley School table.

MORE ABOUT THE "RIGHT-SIDE-UP"/BRAILLE SLATE

Mr. Alex Townsend (Consumer Resource (Consultant for the American Foundation for the Blind) kindly sent me, for evaluation, a prototype model of an upward-writing desk slate, from Christoffel Blindenmission Nibelungenstrasse 124, D6140 Bensheim 4 (West Germany). They have since decided to abandon the project. According to their Mr. W. Stein, "the major problem ... was that of producing good and prominent dots even at a minimum speed." Our evaluation team, too, found it difficult to develop as much speed as one gets with an ordinary steel Perkins slate and stylus.

We also found when using plastic sheet (recommended by them) there was a tendency to produce unwanted ghost dots. For transitory uses, we found it produced better dots more easily and quickly; on ordinary bond stationery stock.

So far there does not seem to be a satisfactory answer to the need for a left-to-right upward-writing braille slate. Any inventors out there with a better way?

Thanks meanwhile to JoAnn Noble, Jim Chandler, and the many others who replied to our request, which led to such interesting by-ways.

"THE BRITISH ARE COMING ..." (More of the code comparison between British and American Grade 2 Braille, begun in the Summer 1982 issue of "THE CALIFORNIA TRANSCRIBER.")

Are you, too, fascinated by the differences between us and our British cousins in braille usage? In their Code (for source and prices see Winter 1982 edition), "A Restatement of the Lay-out Definitions and Rules of the Standard English Braille System, Part I, Basic Code, issued by the British National Uniform Type Committee, 1952, Revised 1968" we find not only differences, but also things which they have that aren't even mentioned in English Braille, American Edition. The following gives their code section numbers. My comments appear indented in italics, to separate them from quotes from their code.

3. Fractions. "The numerator and denominator are written as upper and lower signs respectively without intervening blank space or second numeral sign. When the numerator is 1 it is omitted and the denominator written in the lower position immediately after the numeral sign."

An interesting and space-saving way of doing fractions in literary braille. Though it does not at all follow our philosophy of trying to simulate the print insofar as possible, we still retain it in music braille. To let you see what it looks like, here are a couple of fractions done both ways:

3/8 US: $\frac{3}{8}$ UK: $\frac{3}{8}$

1/2 US: $\frac{1}{2}$ UK: $\frac{1}{2}$

5. Decimals

The British decimal point is dot 2: the American is dots 4-6.

6. Abbreviations of Value and Measurement. "... In a sequence of related terms only the abbreviation for the first is used, the whole expression being brailled as an unspaced sequence which cannot be divided at the line."

This was changed in American Braille in 1959, and the usage is retained here only for sterling coinage. But the British still save space by doing things like:

2 yds. 1 ft. 9 in. as:

$2\text{ yds. }1\text{ ft. }9\text{ in.}$

6. (cont'd.) Times of the Clock. "No symbol is required when writing times of the clock."

The British delete the colon between hours and minutes, but repeat the number sign. They do the same when the print uses a dot rather than a colon. So they braille

8:30 as: $8:30$

and 21.30 as: 21.30

12. Dagger. "This symbol should be represented in braille by the two-space sign

$\frac{-}{-}$

There is no equivalent sign in American Literary Braille. In our Textbook Code there are ways of identifying various changes of note indicator, but not a specific sign that means the dagger + per se.

13. Footnotes. "Short notes may be written at the foot of the page but this practice is not common. Footnotes may be written in the text within square brackets. Otherwise they should be numbered

"According to the type of book, the notes should be placed at the end of the volume, the chapter, or the paragraph."

Many American transcribers, when doing a custom-tailored transcription, still get requests from college students to place footnotes at the end of the paragraph, rather than on the next braille line, for ease in following context. This is in accordance with the Instructional Manual for Braille Transcribing, by Dorf and Scharry, the Literary Braille Instruction manual, rather than with the Code of Braille Textbook Formats and Techniques. Hence this usage, of course, cannot be used on master copies going to a book bank, etc., but only on transcriptions tailored to a particular student's wishes.

19. Paragraphs. "There are two methods of indicating paragraphs in braille:

(1) By starting in the third space of a new line.

(2) By leaving three blank spaces and continuing on the same braille line. In the case of numbered or lettered paragraphs method (1) should always be used."

Most transcribers here never learn about the second method as it is used primarily in things like magazines or religious newsletters or in personal braille correspondence, as a space-saver. But it's interesting to discover it in Appendix A, Section 1., of English Braille-American Edition and realize that what seemed at first glance to be a code difference isn't one after all.

MUSIC BRAILLE

(Reprinted, with permission, from THE NBA BULLETIN, Winter 1979-80, pp. 14,15.)

PREPARING TO BRAILLE MUSIC A Step by Step Approach John R. Jackson

John R. Jackson, braille music instructor for NLS, presented the following material at the 15th National Conference in Pittsburgh. We appreciate his permission to share it with all braillelists through this column.

Thorough preparation is a prerequisite to producing a good transcription. The success of the transcribing and proofreading phases will depend in large part on how well this foundation is laid.

The goal of the preparatory stage should be to work out the details of the print text, so that once the

first draft is begun, you have resolved most important considerations and decisions and determined the needed braille signs and devices. You will then be able to concentrate primarily on braille accuracy.

Each transcriber must decide on his or her own method of preparation. You may wish to adopt the following approach in its entirety or choose from it suggestions to improve your own method.

Preparatory Steps

(The following applies primarily to keyboard and instrumental transcriptions.)

1. To begin, number the measures in the print text. (Remember, an incomplete measure beginning a piece or movement is numbered "0".) As you number, check for and mark any changes of key or time. Take particular note of any changes of clef. Mark the new clef sign at the beginning of each measure in which it remains in effect. Also, mark the point at which the music returns to the regular clef.

2. Divide the piece into working sections. Depending on the length of the work, a section may be the entire piece, a single movement, or a logical portion of a piece or movement. Be sure to examine a sufficient amount of the piece to determine if it contains a large group of measures to be repeated, such as a da capo section. If you work on small sections, be sure to check from one to the next for possible repeats or carry-over situations. In music for one-line instruments, you may tentatively decide at this point where new segments will begin.

3. Decide whether the music presents any problems which must be resolved before it can be transcribed. Examples of such problems might be: how to treat the ambiguous placement of a print dynamic mark, what notes should be placed in which hand when both are

shown on the same staff, or how to handle an unfamiliar notation. If necessary, actually braille the music to work out the problem. The solution may determine which signs will be used, an important consideration in a future step.

4. Read through each measure in the working section and mark in octave signs where required. At this point, a handy reference to consult is the list of octave sign requirements from the NBA HANDBOOK FOR BRAILLE MUSIC TRANSCRIBERS. Remember that not all places requiring an octave mark can be determined before brailleing (for example, where one is needed at the beginning of a runover line). Marking in octave signs is highly advisable. It has been proven that it diminishes pitch errors.

5. Now you are ready to check the working section measure by measure to determine whether any of the following signs or devices are required. Each transcriber should develop his or her own system for marking the music accordingly. (In the following, note the reminders under each point. This list includes basic signs only.)

a. Slurs and Ties: Mark beginning and end of long slurs. Note any place where transfer, part-to-part or overlapping slur is required. Distinguish between slur and tie. Decide whether single note or chord tie should be used.

b. Word-sign and parenthetical expressions: Decide which directions are to be placed in parentheses and which will be preceded by the word-sign. Determine their placement and alignment. (If right hand begins with a rest, the introductory word-sign expression must be shown either in left hand only, or in the left hand as well as after the rest in the right hand.) Decide whether end of crescendo, decrescendo, or continuation lines must be shown.

c. Grouping: Note places where regular grouping should be used. With irregular groupings, decide whether to use common or special triplet and whether notes should be grouped.

d. Repeats: Mark repeats; decide which form to use (print, consecutive measure, forward- or backward-numeral, part-measure, etc.). Note any signs used in conjunction with repeats (such as tie at end of repeated measure).

e. Doubling: Watch for both signs and intervals to be doubled. Mark beginning and end of doubling.

f. Pedalling signs: Determine their exact placement. They may have to be shown in right hand if they cannot be placed exactly where they apply in left hand. In such case, both down and up signs should be placed in right hand. Be cautious with pedalling used with repeats.

g. In-accords: Decide whether to use measure or part-measure. Choose between in-accord or stem sign. Add accidentals, rests or other signs where necessary.

h. Stem signs: Remember they can be used to show unisons.

i. Fingering: Note changes of fingering or alternate fingering.

6. Now prepare the first draft. Before transcribing each measure, read it through to determine the order of signs, including where the separator sign, dot 3, may be required. (See "Uses for Dot 3" from NBA HANDBOOK.)

You may wish to consider the steps or details of this approach in a different order than suggested. Some transcribers may choose to include more information; however, none of its major points should be omitted.

The amount of time spent preparing to braille music should far

exceed that devoted to actual transcribing. Your careful labor will lead to several important results. It will decrease oversights and improve transcribing accuracy. Good preparation will also be valuable in proofreading, for many of the steps used in preparing will provide useful checks in the proofing stage.

LARGE TYPE--DIFFERENT TYPES FOR DIFFERENT TYKES

Eighteen--point, six-pitch type may not be the best size for all students. A student's eye condition and visual acuity may give indications as to what size type he/she may need in reading materials, but they certainly should not be the only clues considered.

"The eye scans text in a series of stops and starts, and 'reading' takes place during the stops (or fixations): during each fixation the eye takes in the words on either side of the most clearly focussed central point. If the print is large, fewer words or letters can be seen at a single fixation. Obviously the print must be big enough to be seen, but once it is, reading efficiency is likely to be decreased by further enlargement--each fixation will pick up less information, and there will have to be more eye movements to do the same amount of work."

(Alison Shaw, PRINT FOR PARTIAL SIGHT, /London: The Library Association, 1969/, p.60)

Many students can function well with 12-point (or even 10-point) materials provided that the weight (boldness) of the type is sufficient. ... "Although size is the most significant factor at or near the threshold of vision, once above that lower limit, weight becomes the most important factor" (Shaw, p. 60). Boldness also draws attention to itself and often gives readers incentive to read. Accomodative powers and motivation vary from reader to reader and affect the day-to-day ability of the student to read the material supplied.

Even though a student may not be able to read the inkprint text, he/she should be supplied with a classroom copy so that he/she can benefit from the color and detail in the pictures or other illustrations.

Teachers and transcribers should make every effort to supply materials that best fit the needs of, individual students. Transcribers, however, who are preparing materials to be duplicated for several students or for listing for national distribution through Instructional Materials Resource Center should stick to the standard 6-pitch, 18-point type size to make their one transcription suitable for a wide range of low vision readers.

(Editor's Note: This column marks the last by Chris Mackey as Recording Specialist. Those of us who have read many of her 50 or more columns will miss her clear thought and witty comments. Thanks, Chris, for all your help and inspiration from your many CTEVH friends--and especially me!)

VOICE INDEXED BOOKS AVAILABLE

Some of you may recall a few issues back quite an interesting outline of Voice Indexing as devised by Jim Chandler. One of his early articles on the subject was reprinted in TCT. You may also have heard that Jim has been issued a patent on his process. Now there are not only a number of books available which have been voice indexed using the Chandler method (and some issued by NLS have the voice index on the same track as the text) but there is also a cassette outlining just how to do your own voice indexing. For those who have the General Electric, 5103A no modification is necessary to the machine in order to accomplish this kind of voice indexing. The GE 5104A purchased before 1982 must be modified. After 1982 the GE 5104A has been already modified. If you have any doubt, insert a blank cassette into your machine and press down on the record, play and fast forward buttons all at one time. If the levers will depress and the machine will run, no modification is necessary.

For those who do need the modification, they may have it done by Tim Gwinn, SASCOA Electronics, 40 Soldiers Field Place, Brighton, MA 02135, phone (617) 782-7511. His prices are as follows:

Variable speed @ FF and rewind	\$16.00
Record @ FF	14.00
Variable speed on Record @ 1-7/8 or 15/16 ips	16.00
Any 2 modifications	20.00
All 3 modifications	25.00
Shipping and handling	2.50

If a check accompanies the shipment the turnaround time will be faster.

Some of you may have purchased the Craig J-103 from SFB Products. These too may be modified by contacting SFB Products. At present there is no price list for this modification.

Voice Indexed Books Available for sale

AIDS AND APPLIANCES FOR THE BLIND AND VISUALLY IMPAIRED 1982 Edition. 1 cassette, 15/16 ips. Catalog #154000 Independent Living Aids, Inc., 11 Commercial Court, Plainview, NY 11803 \$2.00

COFFEE KLATCH HOUSEHOLD HINTS 1 cassette, 1-7/8 ips, Visually Impaired Secretarial Transcribers Association, Inc. (VISTA) Apt W: 309 3003 Van Ness St. N.W. Washington, D.C. 20008 \$2.50 Prepaid orders only.

COPING WITH SIGHT LOSS THE VISION RESOURCE BOOK by Fran Alexander Weisse and Mimi Winer, 4 cassettes, 1-7/8 ips, Alphabetical lists of agencies and index to services products and organizations VISION Foundation, Inc. 770 Centre Street, Newton, MA 02158. \$12.00 Prepaid orders only.

FEDERAL BENEFITS FOR VETERANS AND DEPENDENTS: IS-1 FACT SHEET. January 1982. 1 cassette, 15/16 ips. Veterans Administration, Washington, D.C. 20420. Single copies of voice indexed edition available without cost from Washington Volunteer Readers for the Blind, 901 G Street, N.W. Washington, D.C. 20001

VOICE INDEXING: A PROGRAMMED TEXT by Gerald Jahoda, Florida State University. 1 cassette, 1-7/8 ips. Instructions for college students to voice index their course notes, etc. Elpro Associates P.O. Box 3634, Langley Park, MD 20787, \$6.00. Prepaid orders only.

WHAT, WHERE, WHEN: A RESOURCE HANDBOOK FOR THE BLIND AND VISUALLY IMPAIRED, THEIR FAMILIES AND FRIENDS AND THE GENERAL PUBLIC. By Gladys E. Loeb. 6 cassettes, 1-7/8 ips. The Gladys E. Loeb Foundation, 2002 Forest Hills Drive, Silver Spring, MD 20903. \$10.00

Voice Indexed Books Available on Loan from NLS (all at 15/16 ips)

ACCESS NATIONAL PARKS: A GUIDE FOR HANDICAPPED VISITORS 2 voice indexed cassettes + 1 instruction cassette NLS RC 12640

CASSETTE BOOKS 1979-1980 6 cassettes NLS RC 17108

COOKING FOR MYSELF By Mirelle Beaulieu 1 cassette + 1 instruction cassette NLS RC 14999

EVERYONE'S MONEY BOOK by Jane Bryant Quinn 7 cassettes, Chapter heads are voice indexed and main subheadings are tone indexed NLS RC 16863.

I am greatly indebted to Jim Chandler for the foregoing information and if any of you would like to comment on the voice indexed material he would be delighted to hear from you. His address is:

Mr. James G. Chandler
9116 St. Andrews Place
College Park, MD 20740

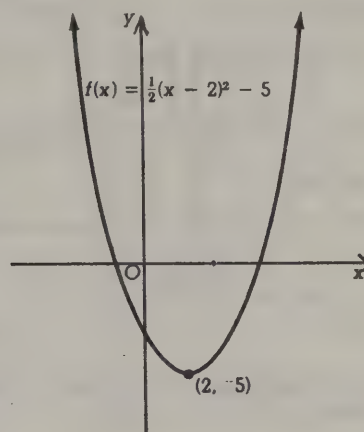
This will be my last article for TCT. I would very much like to thank all of you who have been so helpful over the past thirteen years. I particularly enjoyed the give and take of the yearly workshops. I am inclined to believe that I learned a great deal more from you who attended than you did from me. I look forward with anticipation, as I know you do also, to the new Recording Specialist who will take my place following the March conference and to whomever that may be, I give my very best wishes that he/she may have as full an experience as I have had. See you all at conference.

Chris Mackey,
Recording Specialist

REDUCING CLUTTER

There is often information in a print figure that is essential, but that can be moved in order to simplify the tactile illustration. In Example 1, the equation for the curve requires 23 braille cells. This makes it very awkward to place. The solution is to put the equation before the drawing. Drawing identifiers (i.e., figure numbers, captions, titles, etc.) should be placed before that drawing beginning at the margin with runovers in cell 3. Treat this equation as an identifier.

Example 1



Similarly with Example 2. This figure has a print identifier already - Figure 11.6. Place this identifier at the margin; follow it directly, on the same line, with the equation for the parabola $y = \frac{x^2}{4p}$, $p > 0$. In cell 3 on

the next line place Length of latus rectum: $4p$. In cell 3 on the next line place Arc length from $(-2p, p)$ to $(2p, p)$: $4.59p$. If one of these items requires a runover, runover in cell 5.

Example 2

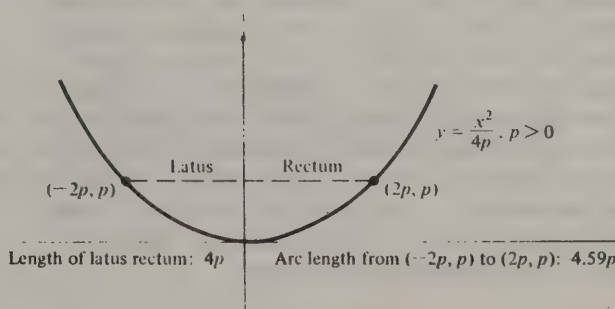


FIGURE 11.6

With Example 3, the treatment must be different. However, since each parabola must have a different texture, it would be possible to precede the drawing with a texture key. For example:

— — — — $y = (x+2)^2 - 3$

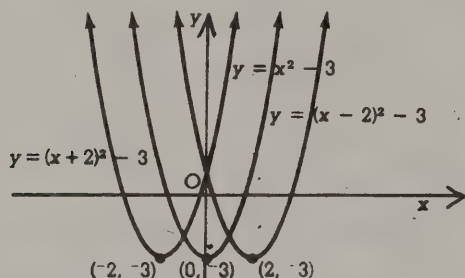
———— $y = x^2 - 3$

— . — . $y = (x-2)^2 - 3$

Jane Corcoran
Tactile Illustration Specialist

Example 3

Study the graphs of $y = x^2 - 3$, $y = (x - 2)^2 - 3$, and $y = (x + 2)^2 - 3$.

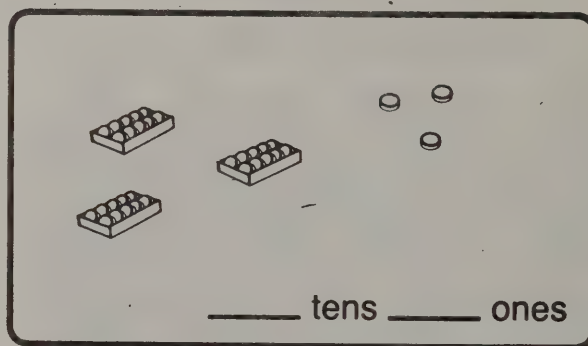


How do these graphs compare?

TACTILE ILLUSTRATIONS (TCT, Vol. XXV, No.4
Winter 1982, p.149.)

Modern math introduces students to the tens place in the first grade. The student begins by identifying sets of 0 through 10, and then is introduced to the concept of the "group of ten" plus _____. At this time, the group of ten is shown in print as a stack, box, bundle, or sack of ten objects. The sighted student is not expected to count the individual items in the container, but rather to know that it is a set of ten. Therefore, in braille we can use a symbol to represent the set of ten. A t is the logical choice; individual items may be shown as ls. The print grouping of the ls should be maintained, except that if the print does not group the individual items, the transcriber should group them so that no more than five counting symbols are run together. For beginning readers, there should be a space between the ts, but the ls should be unspaced. The example below is from a 2nd grade book. The counting items would be arranged as shown.

(EDITOR'S APOLOGY: Below is printed Jane's last article--Winter 1982. It was goofed up with a strange and undetected typo. My apologies to Jane and to her readers.)



Jane Corcoran
Tactile Illustration
Specialist

MORE ON FORMAT

In most mathematics texts, we encounter numerous instances of "Example" sometimes followed by "Solution", or "Problem" with "Answer", etc.

The print format of these varies greatly from text to text. Here are a few samples.

Therefore,
$$\frac{dy}{dx} = nu^{n-1} \frac{du}{dx}$$

Example 2

Differentiate $f(x) = (3x - 2x^2)^3$.

Solution By the Power Rule

$$f'(x) = 3(3x - 2x^2)^2(3 - 4x) = (9 - 12x)(3x - 2x^2)^2$$

Keep in mind that the Power Rule is applicable to fractional powers of a function.

Example 3

Find the derivative of $y = \sqrt[3]{(x^2 + 2)^2}$.

Solution Rewrite the equation as $y = (x^2 + 2)^{2/3}$. By the Power Rule

$$y' = \frac{2}{3}(x^2 + 2)^{-1/3}(2x) = \frac{4x}{3\sqrt[3]{x^2 + 2}}$$

As demonstrated previously (Section 3.6, Example 6), the derivative of a quotient may sometimes be found more readily by using the Power Rule rather than the Quotient Rule.

Example 5 Now find the width of the strips forming the letter "C" by solving $2x^2 - 315x + 5500 = 0$.

SOLUTION $2x^2 - 315x + 5500 = 0$

$$(2x - 275)(x - 20) = 0$$

$$2x - 275 = 0 \quad \text{or} \quad x - 20 = 0$$

$$2x = 275 \quad \text{or} \quad x = 20$$

$$x = 137.5 \quad \text{or} \quad x = 20$$

ANSWER If the top and bottom strips were each 137.5 feet wide, they would overlap, since the overall height is only 135 feet. So, to form a letter "C," each strip should be 20 feet wide.

The following examples solve some radical equations.

examples

1

Solve $\sqrt[3]{x+4} = -5$.

$$\sqrt[3]{x+4} = -5$$

$$(\sqrt[3]{x+4})^3 = (-5)^3$$

$$x+4 = -125$$

$$x = -129$$

How do you know to raise both sides of the equation to the third power?

Check: $\sqrt[3]{x+4} = -5$

$$\sqrt[3]{-129+4} \stackrel{?}{=} -5$$

$$\sqrt[3]{-125} \stackrel{?}{=} -5$$

$$-5 = -5$$

The solution is -129 .

2

Solve $x + \sqrt{3x-2} = 4$.

$$x + \sqrt{3x-2} = 4$$

$$\sqrt{3x-2} = 4 - x$$

$$(\sqrt{3x-2})^2 = (4-x)^2$$

$$3x-2 = x^2 - 8x + 16$$

$$0 = x^2 - 11x + 18$$

$$0 = (x-2)(x-9)$$

$$x-2 = 0 \quad \text{or} \quad x-9 = 0$$

$$x = 2$$

$$x = 9$$

Isolate the radical so that when each side is squared there are no extra terms. Square each side.

Combine terms.

Factor to solve for x .

Check: $x + \sqrt{3x-2} = 4$

$$2 + \sqrt{3(2)-2} \stackrel{?}{=} 4$$

$$2 + \sqrt{4} \stackrel{?}{=} 4$$

$$9 + \sqrt{3(9)-2} \stackrel{?}{=} 4$$

$$9 + \sqrt{25} \stackrel{?}{=} 4$$

Thinking carefully about the statement of the story problem, we see that the speed of the plane is $\frac{3}{5} \times 800$ miles per hour.

Example 2. The difference between two numbers is $\frac{3}{5}$. The larger number is $\frac{3}{2}$. Find the smaller number.

Let us use a number sentence. Call the smaller number t . Then

$$\frac{3}{2} - t = \frac{3}{5}$$

We see that $\frac{3}{2}$ is the *sum* of t and $\frac{3}{5}$, so

$$t = \frac{3}{2} - \frac{3}{5} \quad (\text{Why?})$$

Example 3. The difference between two numbers is $\frac{5}{2}$ and the smaller number is $\frac{5}{3}$. Find the other number.

Let l stand for the larger number. Then we can write the number sentence

$$l - \frac{5}{3} = \frac{5}{2}$$

It is clear that l is the sum of $\frac{5}{3}$ and $\frac{5}{2}$.

Example: Make up a problem to fit the equation in Example 1, Section 2.5.

Solution: The equation is $5x - 3 = 2(x + 6)$. It requires that 3 less than 5 times the variable equals 2 times 6 more than the variable.

Reserved seat tickets to the game are \$6 more than general admission tickets. Mr. Jones finds that he can buy general admission tickets for the whole family of 5 for only \$3 more than the cost of reserved seat tickets for himself and Mrs. Jones. How much do the general admission tickets cost?

If we let the required cost of general admission tickets be the variable x , the cost of reserved seat tickets will be $x + 6$. Two reserved seat tickets cost $2(x + 6)$. Five general admission tickets cost $5x$. The given equation requires that the latter is 3 more than the former. Hence, the solution set for the equation is the cost of general admission tickets.

The code does not speak to format for such presentations. The following suggestion is made.

Treat the material in a fashion adapted from that prescribed by the code for formal proofs (page 204).

1. Skip a line before the beginning of the Example.
2. Regardless of print capitalization or indentation, place the fully capitalized word, "Example", "Problem", etc., in cell 3. The material following this word should be run over, if necessary, in cell 1.
3. Auxiliary captions, such as "Solution", "Answer", "Check", etc., follow, without a skipped line, in cell 3. Capitalize or italicize in accordance with print. If they are boldface in print, write as fully capitalized in braille. Again, runovers, if necessary, will be at the margin.
4. When the presentation is complete, skip a line before continuing with the text.

The effect of this suggested format is to make available our customary 41 cell line - displayed material will go in cell 3; interior paragraphs will begin in the customary place, etc.

Come to conference and peruse the suggested transcriptions of the above samples in Nemeth Rap B workshop.

Joyce Van Tuyl
Braille Mathematics
Specialist

ABOUT TCT SUPPLEMENTS...

Some TCT Supplements are still available in print, as indicated below. Prices given represent a suggested contribution to cover the cost of production and are not subject to sales tax. In order to defray the expense of handling (postage, etc.), a flat 75¢ charge is added to each order, regardless of size. Orders should be sent to:

TCT Mailing Chairman
741 N. Vermont Ave.
Los Angeles, CA 90029
(Make checks payable to CTEVH)

BOOKS ABOUT..., by Ruth Lowy; 1971

An extensive bibliography on visual problems, other impairments, eugenics, and social studies.

60¢

TRANSCRIBING LESSONS: DIACRITICS, by Norma Schechter; 1971

An introductory lesson on the brailleing of glossaries and dictionaries.

30¢

SYLLABICATION IN FOUR OF THE ROMANCE LANGUAGES, by Betty Smith; 1972

Suggested aids for Latin, Italian, Spanish, and French; basic syllabication rules of these languages themselves. Useful both to transcribers and to language students.

25¢

DBPH PUBLICATIONS, by Norma Schechter and Helen McMoyler; 1973

A compilation and description of useful and interesting publications available from the Library of Congress DBPH. Indexed.

60¢

BOOKS FOR INDIVIDUALS WHO READ BRAILLE, LARGE TYPE, OR TAPE RECORDINGS, by Ruth Lowy and Fred Sinclair, 1968; Revised by Ruth Lowy and Fred Sinclair, 1973.

Procedures and services for those who must obtain their own transcribed reading matter.

75¢

HOW TO DO RAISED-LINE DRAWINGS, by Frances Rosenberg; 1974.

Clear, easy-to-follow instructions for the beginner in the field of Math illustrations in embossed form.

30¢

THE NBA MANUAL FOR LARGE TYPE TRANSCRIBING, RECONSIDERED, by Marian Wickham and Ruth Lowy; 1975. Some comments, thoughts, additional suggestions, corrections.

60¢

A CHECK LIST OF PHONETIC SYMBOLS, by Betty Smith; 1974

An easy "alphabetized" listing which makes it easier for the transcriber to locate and identify phonetic symbols and their braille equivalents.

30¢

FOR YOUR INFORMATION

The last CTEVH 10K gold award pin has been purchased. This exhausts our supply of this particular one which, up to now, has been available to you for \$25.50.

We do, however, have a good supply of the 10K gold charms and, of course, the gold-filled pins for \$10.50.

At this time we do not plan to purchase any more of the 10K pins. In the meantime, if you plan on purchasing a charm or a gold-filled pin, please read the application blank carefully before doing so.

At the 23rd annual conference in Los Angeles, I was fascinated to observe just how many of our members were wearing the CTEVH pin or charm. It has been 12 years since I received the very first one as retiring President. To date, one hundred and seventeen (117) of them have been awarded to CTEVH members. (This does not include duplications because of lost pins, or the charms purchased by some in addition to the pin.)

Many of the pins have been presented to members as gifts or in appreciation of service. Others have purchased them for themselves. In either case, I'm sure they're worn with same amount of pride as I wear mine.

Elizabeth Schriefer,
Awards Chairperson

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Mrs. Elizabeth Schriefer, Awards Chairperson
751 El Encino Way
Sacramento, California 95825

My check in the amount of _____ payable to CTEVH is enclosed for pin _____ charm _____. (The cost of a 10K gold pin or charm is \$25.50, including postage and handling. Gold-filled pins may be purchased for \$10.50 each.)

Name (Mr.) (Mrs.) (Miss) (Ms.) _____

Address (including Zip) _____

Guild or Affiliation _____

BRaille (Library of Congress Certification required)

Literary braille pages. times 5/4 equals _____
Nemeth braille pages _____ times 5/4 equals _____
Music braille pages _____ times 5/4 equals _____
TOTAL braille pages (Qualifying: 5000 pages)

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours).

LARGE TYPE PAGES (Qualifying: 10,000 pages).

SPECIAL SERVICE HOURS (Qualifying: 1000 hours)

(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each pupil successfully completing a braille transcribing course, with proportionate hours credited for a pupil who does not complete a course.)

Verifying signature of
Group Chairperson or Administrator _____

EXECUTIVE BOARD 1982-83

President: Leah Morris, 3928 Sunny Oak Rd., Sherman Oaks 91403
Vice-President: Robert Dodge, 65 Linaria Way, Menlo Park 94025
Secretary: Donna Coffee, 2926 Cornell, Visalia 93277
Treasurer: Evelyn Falk, 4445 Colbath #106, Sherman Oaks 91423

BOARD OF DIRECTORS

TERM EXPIRES

Aikin Connor, TCT Editor, 721 Capitol Mall, Sacramento 95814	1983
Jane Corcoran, 400 Old La Honda Rd., Woodside 94062	1983
Robert Elford, 4097 39th Ave., Oakland 94619	1985
Jim Fisher, 760 East Robinwood Lane, Fresno 93710	1984
Lillian S. Gardner, 7046 Park Manor, No. Hollywood 91605	1985
Lynne Laney-Milo, P.O. Box 995, Georgetown 95634	1985
Chris Mackey, 202 W. Grangeville Blvd., Hanford 93230	1983
Sally Mangold, 20102 Woodbine, Castro Valley 94546	1983
Stanley Olivier, 21801 Roscoe Blvd. #247, Canoga Park 91304	1985
Cathy Rothhaupt, 2424 Roslyn Way, Sacramento 95825	1984
Fred L. Sinclair, 721 Capitol Mall, Sacramento 95814	ex officio
Jane O'Connor Verhage, 741 N. Vermont Ave., Los Angeles 90029	1984
Billie Anna Zieke, 2115 W. Judith Lane, Anaheim 92804	1984

CTEVH SPECIALISTS

<u>Braille:</u>		
Literary	Norma L. Schechter, 8432 Northport Drive Huntington Beach 92646	(714) 536-9666
Mathematics	Joyce Van Tuyl, 854 Jordan Ave., Apt. E, Los Altos 94022	(415) 962-9494
Music	Elinore Savage, 350 Andora Way Cathedral City 92234	(619) 328-8003
Tactile Illustration	Jane Corcoran, 400 Old La Honda Road Woodside 94062	(415) 851-2122
Textbook Format (H.S. & over) and Foreign Language	Elizabeth C. Smith 1290 Notre Dame Ave., Belmont 94022	(415) 592-4982
Textbook Format (Kindergarten - 8th Gr.)	Billie Anna Zieke 2115 W. Judith Lane, Anaheim 92804	(714) 776-6754
<u>Large Type and Enlarged</u>	Marian Wickham, 1027 Gilman Drive Colma 94015	(415) 588-1073
<u>Drawing:</u>		
<u>Recording:</u>	Chris Mackey, 202 W. Grangeville Blvd., Hanford 93230	(209) 582-4843

CTEVH PAST PRESIDENTS

1957-1959	Betty Brudno
1959-1961	Irene Hawkinson
1961-1963	Helen Patillo
1963-1965	Ethel Schuman
1965-1967	Claire Kirkpatrick
1967-1969	Rose Kelber
1969-1971	Elizabeth Schriefer
1971-1973	Carolyn Card
1973-1975	Jane O'Connor Verhage
1975-1977	Fred L. Sinclair
1977-1978	Joyce Van Tuyl
1978-1980	Bill Briggs
1980-1982	Cathy Rothhaupt

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-1963	Betty Brudno
1964	Ethel Schuman & Kathryn Allen
1965-1969	Ruth S. Lowy
1970-1975	Norma L. Schechter

HISTORIAN: Donna Coffee

AWARDS CHAIRPERSON: Betty Schriefer

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues \$8.00: New ☐ Renewal ☐ Life Membership (\$150) ☐. Check payable to CTEVH.

NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVENUE
LOS ANGELES, CA 90029

L I F E M E M B E R S

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Lillian S. Gardner
William Gerrey

Georgia Griffith
Alice Harwood
Russell M. Kirbey
Bernard Krebs
Mabelle McMahon
Miriam Nelson
Evelyn B. Olgiati

Barbara Rubin
Norma Schechter
Virginia Shibue
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Billie Anna Zieke

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MOVING? PLEASE LET US KNOW!



APH CENTRAL CATALOG AVAILABLE ON QUOTA
(SEE P. 53)

THE CALIFORNIA TRANSCRIBER

summer 1983



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

SUMMER 1983

VOLUME XXVI, No. 2

INSIDE STORY

President's Message.....	34
Meet the Board.....	35
Conference XXV Set.....	36
Attention: School-Employed Transcribers.....	37

SACRAMENTO FILE

Report from CDHS.....	39
-----------------------	----

GENERALLY SPEAKING

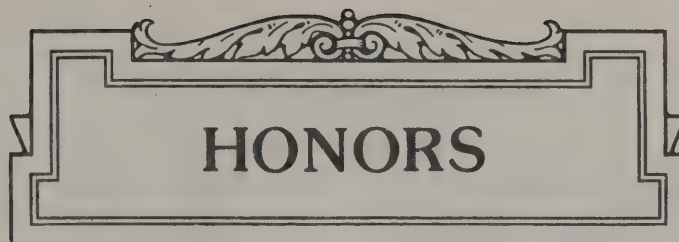
International Conference: British Perspective.....	41
New Edition of "THE GREEN KREBS" Being Planned.....	45
Fresno's Volunteer for the Peace Corps.....	46
Gift from NFB.....	46
In Memory of Katie N. Sibert.....	47
Memories of Katie N. Sibert Dorothy Misbach, Aikin Connor, Fred L. Sinclair	48

NEWS OF GROUPS

News of Groups.....	50
New Officers.....	51
Braille Transcribing Classes.....	52
Interesting Transcriptions.....	52

OUR SPECIALISTS SAY

Large Type.....	54
Textbook Format (Kindergarten - 8th Grade).....	54
Literary Braille Keeps Turning	
Up Problem Words.....	55
Hello, Hello, Hello.....	57



library of congress certifications

literary braille
.....

ALICE BROWN	BRaille TRANSCRIBERS SACRAMENTO NORTH AREA
JOAN BASORE	SAN ANSELMO
SHERLIN CALLAGHAN	SAN ANSELMO
HELEN FREEMAN	SANTA BARBARA
BLANCHE E. LAURIE	LOS ANGELES
VIRGINIA C. PAIT	SANTA CRUZ

mathematics braille
.....

MARIA W. LAUGHLIN	WALNUT CREEK
-------------------	--------------

proofreading
.....

CAROL BEECHER	LOS ANGELES
---------------	-------------

community recognition
.....

SIXTH DISTRICT, CALIFORNIA PTA, BRAILLE TRANSCRIPTION PROJECT received a beautifully engraved wall plaque in appreciation for outstanding volunteer service in 1982; presented by the Junior League of San Jose and the Volunteer Center of Santa Clara County.

KATHRYN SUPERKA of SONOMA COUNTY BRAILLE TRANSCRIBERS GUILD was honored at the Ninth Annual Volunteer Recognition Luncheon in April for her quick response to braille assignments.

WALNUT CREEK TRANSCRIBERS was presented the 1983 Group Award for Community Service by the Contra Costa Mental Health Association.

CONFERENCE XXIV

Highlights.....	Jane Corcoran	59
CTEVH Award Presentation.....	Aikin Connor	60
Some Thoughts On Receiving the CTEVH Award.....	Aikin Connor	61
General Session Speaker.....	Dr. Susan Jay Spungin	62

CONFERENCE REPORTS

Highlights of Braille Music, Workshop #104.....	66
The Importance of Mastering Basic Skills..., Workshop #105.....	66
Optacon Potpourri, Workshop #106.....	67
The Multi-Faceted (Employed) Transcriber, Workshop #107.....	67
ABC's of Tape Recording, Workshop #208.....	68
Inservice Training for Teachers..., Workshop #209.....	68
APH and CDHS Update, Workshop #210.....	70
Increasing the Effectiveness of the Visually Impaired in Social Relationships, Workshop #305.....	71
From Pictures to Words, Workshop #308.....	71
How Government Works and What You Need to Make It Work for You, Workshop #406.....	72
Large Type Materials - Getting Better and Better, Workshop #509.....	73

Editor: Aikin Connor
Associate Editors: Julie Cormier, Fred L. Sinclair
Typists: Kay Luhman, Nancy Chu
Braille Transcription: Doris Pontac
Braille Duplication: Volunteers of Soledad
Tape Recording and Duplication: Volunteers of Vacaville
Editorial Board: Betty Schrieffer, Barbara Blatt Rubin

© 1983 by California Transcribers and Educators of the Visually Handicapped, Inc.
All rights reserved. No part of this periodical may be reproduced without the
consent of the publishers. Printed in the U.S.A. by the McClaskey Adult School,
Sacramento, CA

INSIDE STORY

PRESIDENT'S MESSAGE

Now that I have unwound from another Conference "high", I can assume the position of sitting back and reviewing some of the highlights of this past year. But before I do, I want to congratulate Jane Corcoran and all the hard-working men and women who headed the various committees, and their staffs, for "producing" a great conference. My thanks to all of you.

This past year has seen the Krebs Project take off with a great deal of interest, as shown by the number of requests for Mr. Krebs' books. We're happy to be able to get these sought-after books back in circulation. And, the orders keep coming in!

You may have noticed that the Textbook Specialist position is now divided, with Billie Ann Zieke handling Kindergarten through 8th grade, and Betty Smith continuing with 9th grade and above, as well as Foreign Languages.

Betty Schriefer is now Co-Specialist with Norma Schechter in the Literary category. Betty is no stranger to CTEVHers and we are happy she accepted this appointment.

We also welcome Leslie Burkhardt as our new Recording Specialist, replacing Chris Mackey who resigned after many dedicated years. Leslie is the Recording Coordinator at the Braille Institute in Los Angeles. She will continue to offer expertise in the Recording field, her first article appearing in this issue.

Bob Calhoun, Supervisor of Programs for the Handicapped for the San Diego City Schools has been appointed to the Board to fill the vacancy left by the resignation of Stan Olivier. Bob has also undertaken

the job as 1984 Conference Chairman which was left open due to the death of Alice Pearson.

We gratefully acknowledge a gift from a group of transcribers from Kings County who recently disbanded. We will use these funds to develop our service projects further.

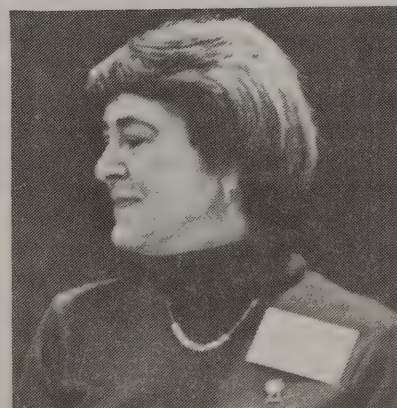
Again this year we are sponsoring a recording booth at Vacaville. They will produce more than 500 hours of recorded tape in this booth.

My thanks to the Board members who have completed their terms and a big welcome to the newly elected: Jean Adams, Joan Levy, Maureen Reardon.

To all of you, please find a few minutes to read the Board Roster and meet the hard-working Directors via the "Meet the Board" articles that appear in each issue of TCT.

Until the Fall - Have a Happy Summer.

Leah Morris, President



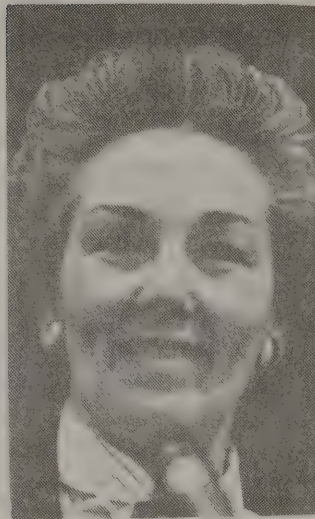
MEET THE BOARD

First of all, I feel that I must make it clear that, unlike some of the previous Board members whose articles have appeared in this section of TCT, I'm not a native Californian I'm a transplanted one. My parents and two older brothers welcomed me into the world in El Paso, Texas. But, even in those days, California beckoned, and we moved to Los Angeles when I was quite small.

We lived in Los Angeles a short while, then went to Nevada where the family welcomed another baby boy. He turned out to be the concluding member of our family, but our parapetetic group moved once again, this time back to West Texas, to the tiny hamlet of Pecos. We had been there only a few months when my father drowned in a fishing/swimming accident. All of the adjustments we had learned to make in our moving about proved to be very beneficial, for, before I completed my schooling, the Japanese bombed Pearl Harbor, one consequence of which, to my family, was more moving.

In the next few years, I was employed in several different occupations, my two older brothers left to join the Navy, a Basic Training Airfield was built near our little town, I met George, got married, moved to Boise, Idaho, to be with him, then returned to Pecos when he was sent to England with the Eighth Air Force during the Battle for Britain. It was during these times that Mother and I decided to move what was left of the family to California, this time to Sacramento, which proved to be a wise and happy choice.

When George and my brothers returned from the Service, Northern California became home for all of us, and George and I have lived here for



Cathy Rothhaupt

nearly forty years. Both our son, Larry, and daughter, Karen, were born here, and Karen still lives in the area. All three of her children are Sacramento natives, but all three of our son's sons have been born in Germany, where he is serving in the Army.

When our children were enrolled in school, like so many other parents, I became a very active volunteer in all school activities and youth groups and church, and, through PTA sponsorship, got into one of the first braille courses to be offered in Sacramento. At that time, (the late 1950's) Arden-Carmichael School District (later to become part of San Juan Unified) was one of the first school districts to have a handicapped-child program, with a specially-built school. Named Starr King Exceptional School, it was a model that was visited by interested educators from, literally, all over the world. One aspect of the school was that the blind students were fully integrated into the program of the Starr King Regular School that shared the campus. I was a volunteer for about two years, then, in 1960, I was asked to substitute for a month for the employed transcriber. In the Fall of 1961 I was employed on a permanent basis, and have worked in the classroom or Resource Room in Elementary through High School programs. I find direct contact with the students to be highly enjoyable!

In the late 1950's, along with other members of our braille class, I helped organize our volunteer group -- Braille Transcribers, Sacramento North Area. I initially served as secretary, and, of course, still maintain membership and great interest in the

small, but quite energetic group.

About this time, we heard of an organization called CTEVH, and joined, hoping we'd learn from a larger, more diverse group. By 1970 I was chairman of the first CTEVH Conference in Sacramento, elected to the Board of Directors and installed as secretary. In 1972 I was co-chairman of Arrangements for the NBA-CTEVH combined Conference in San Francisco, and appointed chairman of the first CTEVH Finance Committee. I repeated the task of Conference Arrangements co-chairman in 1975, again in Sacramento, and served as President from 1980-1982.

It has been so fascinating watching the growth of CTEVH. We are unsurpassed in what we offer at our Conferences, and the enthusiasm has not diminished one iota. I cannot think of

anything richer, or more rewarding than the contacts and friendships made over the years, and I shall always consider them among my highest awards.

Another plus that has come about since taking that braille course way-back-when, is serving on the Board of Directors of The Volunteers of Vacaville. It has been a most interesting experience, and I'm proud to be a member of such a unique group.

My semi-retired husband and I both like to travel, and have been fortunate enough to have been able to do so. We look forward to visits by and with our children and grandchildren, and, of course, we'll remain in Sacramento, hoping to be able to contribute to our community in some interesting and meaningful way.

CONFERENCE XXV SET FOR SAN DIEGO

The 1984 conference planning is well underway. General meetings have been held and every effort will be made to have another successful CTEVH Conference.

The hotel location will provide walking access to the harbor excursion boat, Seaport Village, the San Diego/Tijuana Trolley, Civic Theater, and many fine restaurants. Limosine service will be available for the short ride from the airport.

In addition, a little transportation will get you to Balboa Park, the Zoo, Sea World, and Mexico. You may want to check in early or stay late.

Plan on a good time in San Diego in 1984.

MARCH 22-23-24

HOLIDAY INN AT THE EMBARCADERO
1355 NORTH HARBOR DRIVE
SAN DIEGO, CALIFORNIA 92101

ATTENTION: SCHOOL-EMPLOYED TRANSCRIBERS

In May, a letter was sent to school-employed transcribers in California asking them for input regarding an attempt to standardize our titles around the state. Because that letter was inadvertently stapled to APH Federal Quota information in some instances it may never have reached the right person. Reprinted below is the letter. If you are a school-employed transcriber and have not already responded, please do so immediately. If we are going to include a standard title in the new Department of Education guidelines, we must have the information NOW.

Cathy Rothhaupt, School-Employed Braille Transcriber, San Juan USD; Chair,
Job Title Survey; Lynne Laney-Milo, Itinerant Teacher, Placer Co. Schools;
Fred Sinclair, Director, CDHS, State Department of Education

At the School Employed Transcriber's Workshop during the recent CTEVH Conference, a vote was taken by those in attendance to standardize the job title of the local school transcriber. Since there is a wide divergence in job titles (not to be confused with job descriptions), there is a wide divergence in classifications throughout the local school districts of California. If, for instance, the employed transcriber is classified with Instructional Aides, recognition and salaries seem adequate by comparison. If, however, the transcriber is classified with school secretaries, (which this group judged to be proper), salaries suffer by comparison.

Some examples of the job titles listed by this group, in addition to Braillist, were: Instructional Aide, Itinerant Aide and Driver, Clerk Typist, and Technical Assistant. Each job description, however, was basically identical. The group was unanimously enthusiastic in that the word Braille should appear in the title, to pinpoint the specialty. After an intensive and lively discussion, the title, "Braille Specialist" was agreed upon. It was also deemed proper to poll all other school employed transcribers to see if this title, or "Certified Braille Specialist", which was later suggested, would be acceptable to the majority. Once the final votes are tallied, the suggested title will be included in the proposed changes in Title V Regulations of the State Education Code which will be presented to the State Board of Education in the Fall for approval. If the title change is accepted, and appears in print in the Title V Regulations, classification of employed school transcribers by local school systems will be simplified. Superintendents across the state will have identified Visually Handicapped Program personnel in common, as they have long had personnel identified as secretaries, etc., in common.

If you know of other school employed transcribers, please check with them to ensure that they have seen their school system's copy of this correspondence. If they have not, would you send them a copy of this information at once? It is important that as many ballots as is possible are returned, so that the facts will be valid for the Fall presentation.

Do give this issue careful and serious consideration, as it will have long-range effects. Mark the following ballot in the appropriate box and return it to Cathy Rothhaupt, Chairman, Job Title Survey, 2424 Roslyn Way, Sacramento, CA, 95825, by May 27, 1983, so that all proper and necessary action can take place in time for the presentation.

Your prompt response will help the committee in its efforts to standardize a professional identity of the school employed braille transcriber.

Name: _____
(Please print or type)

Position: _____

School Address: _____
(Number and street)

_____ () _____
(City zip) (Telephone)

CHECK ONE

☐

Braille Specialist

☐

Certified Braille Specialist

☐

No preference

SACRAMENTO FILE

REPORT FROM CDHS

BUDGET AND DEPARTMENTAL REORGANIZATION

The 1982-83 school year has presented both great challenges and exciting opportunities to CDHS staff. Budget reductions due to the State's deficit have resulted in a loss of personnel (a steno position and a comparable position of recordists for the Master Tape Library), the elimination of our traditional short term consultants, and a reduction of workshops led by CDHS staff.

The new administration and subsequent reorganizational activities have taken staff time away from their usual service activities. Under this reorganization the CDHS is again responsible to the Office of Special Education, although still directly supervised by John Flores, Director of State Special Schools. Within the proposed plan for reorganization all special education services will fall under the umbrella of "Special Needs", which is administered by Jim Smith, Deputy Superintendent.

SPECIAL EQUIPMENT ACQUISITION PROJECT

The most exciting program implemented by CDHS this year has been the Special Equipment Acquisition Program. Although this program has increased workloads tremendously and has taken priority over some traditional services, staff is pleased to be able to respond to the many requests for equipment placed by schools. After many of the "dream" lists were pared down, according to criteria set by school personnel with the help of a special review committee of general and special educators (Sally Mangold, Bob Bowers, and Bill Oser) and CDHS staff, acquisition of equipment finally got under way just before Christmas. In spite of many delays which occurred (including the freeze imposed on the purchase of

equipment by Gov. Deukmejian), equipment began to be delivered to schools during mid-Spring and is still being delivered. Enlarging copy machines will not be delivered until just before the opening of school, in late August. Unfortunately, some items requested will never be delivered since notifications came to CDHS from vendors of stock discontinuation too late to arrange for substitute items.

Many of the problems CDHS has encountered in this project have stemmed from the fact that the State procedures were not designed for a State agency, such as CDHS, to procure equipment to be used at a local school site. We are very grateful to personnel from the Business Services Office, Dept. of Education, and to those in the Office of Procurement for helping us get the job done. Everyone has shown awareness of the need for this equipment and interest in the students it will help. Above all, we are grateful for the enormous help, good nature, and good will of Diane Fontaine, who has joined the CDHS staff, dividing her time between CDHS and John Flores' office. Such help is doubly appreciated in difficult situations.

Schools have now received from CDHS statements of equipment ordered and State labels to affix to equipment along with forms for reporting items received to enable the Department to make payment to vendors. For all intents and purposes, then, the books are closed except for the cleanup and followup reporting required of the schools.

We trust that our VH students will have greater opportunities for mainstreamed classroom experiences as well as to develop the special skills necessary to participate successfully with their peers.

ACCESS . . .

CTEVH is again offering ACCESS TO RESOURCES FOR VISUALLY HANDICAPPED STUDENTS as a special gift to all graduating visually handicapped students in California. Announcements of this offer were sent out to schools during May. Teachers may still request copies for their students by sending students' names, home addresses, and their preferred mode of reading--braille, large type, or recorded--to Barbara Blatt Rubin, 4634 B, W. Safford St., Fresno, CA 93704.

A total of 44 copies have been sent to students graduating this year. These include 35 braille, six large type, and three cassette copies.

The special committee, under Barbara's leadership, plans to update ACCESS . . . during the Summer months. It is hoped that the new edition will be ready for distribution early next Spring. Barbara will welcome suggestions for changes, deletions, and/or new information for inclusion in the new issue.

Fred L. Sinclair
Director, CDHS

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Mrs. Elizabeth Schriefer, Awards Chairperson
751 El Encino Way
Sacramento, California 95825

My check in the amount of _____ payable to CTEVH is enclosed for pin _____ charm _____. (The cost of a 10K gold pin or charm is \$25.50, including postage and handling. Gold-filled pins may be purchased for \$10.50 each.)

Name (Mr.) (Mrs.) (Miss) (Ms.) _____

Address (including Zip) _____

Guild or Affiliation _____

BRAILLE (Library of Congress Certification required)

Literary braille pages. _____

Nemeth braille pages _____ times 5/4 equals _____

Music braille pages _____ times 5/4 equals _____

TOTAL braille pages (Qualifying: 5000 pages) _____

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours). _____

LARGE TYPE PAGES (Qualifying: 10,000 pages). _____

SPECIAL SERVICE HOURS (Qualifying: 1000 hours) _____

(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each pupil successfully completing a braille transcribing course, with proportionate hours credited for a pupil who does not complete a course.)

Verifying signature of
Group Chairperson or Administrator _____

GENERALLY SPEAKING

INTERNATIONAL CONFERENCE: BRITISH PERSPECTIVE

Washington braille conference
Bill Poole reports:

The International Conference on English Braille Grade 2, held in Washington from 13 to 17 September 1982, may turn out to be the most important landmark in the history of the English literary braille code since the establishment of Standard English Braille in 1932, or indeed since 1905 when Revised Braille was promulgated. Seven countries where English braille is in general use -- Australia, Canada, Hong Kong, New Zealand, South Africa, the United Kingdom and the United States -- were represented by twenty delegates, and in addition there was a spokesman from the World Council for the Welfare of the Blind; the International Federation of the Blind was also sent an invitation, but no reply was received. About thirty observers also attended, of whom twenty made interesting and valuable contributions during the two hour-long periods set aside for them. Twenty papers were presented, of which eight, including some important ones, were submitted by non-delegates, and nine were by British writers. After each paper, or in one case a pair of related papers, there was a period of discussion; and since presenters of papers were strictly rationed to a quarter of an hour each, this was not one of those conferences where most of the time during sessions is devoted to the reading out of material which delegates should already have received and digested. The proceedings of the conference will be published early in 1983 at a price yet to be fixed, and will contain a full text of all the papers presented and of the fifteen resolutions passed, as well as a summary of the discussions, a list of delegates attending, biographical notes on contributors, etc.

The conference had set itself three objectives: to take steps towards reconciling existing differences in practice between countries where English braille is used; to explore the possibility of more radical code changes and, in particular, as recommended by BAUK, to stimulate research into the desirability of adopting two grades of contracted English braille; and finally to establish international mechanisms for continuing the work of the conference. Progress was made in all three areas.

Radically divergent philosophies were expounded on the question of standardization and the extent to which braille should follow print. On the one hand it was urged that rigid uniformity within the English braille community should be pursued, with braille authorities legislating on all matters of coding and layout, and leaving little if any freedom to the publishing houses or to the editorial intervention of transcribers; this was held to be necessary to facilitate two-way communication between blind and sighted people, especially with regard to blind children in mainstream education. At the opposite extreme it was maintained that computer technology now made it feasible to have personalised braille, where contraction systems could be devised to suit the needs of a particular subject or individual without significant extra cost, and that the rapid increase in computer-produced braille and in access by the blind to computer terminals made rigid standardization undesirable. However, it was generally recognised that a lot of the actual differences between British and American braille practice are arbitrary and unnecessary, and a strong momentum towards unification was established at the

conference.

The view was vigorously expressed by the Australian delegation that braille authorities should not see themselves simply as rule-makers, but rather as councils which should seek to encourage and promote the teaching and use of braille along the lines of the recently formed American Braille Revival League. Braille is unrivalled when it comes to writing and note-taking, or to reading material which requires close study or random access; and evidence was adduced that an increasing number of blind students arrive at American universities virtually illiterate through exclusive reliance on tape and sighted readers. The problems of getting enough braille of adequate quality in developing countries, or where English is a second language, were also touched on.

Among the more controversial ideas canvassed were the abolition of all contractions, proposed by the WCWB representative, to facilitate international communication and reduce the cost of computer-generated braille; the use of an eight-space or nine-dot cell for non-literary braille codes; the introduction of more sequences, i.e., words written without an intervening blank cell, into a more highly contracted grade of braille, and perhaps even into the basic grade; and the adoption of lower-cell numbers from the American maths code (or alternatively fourth-line signs from the French code) into American literary braille and thence into the English literary code generally. I should perhaps reassure readers by saying that the first of these ideas received no support whatever; and I argued strongly against the last, which would have divisive repercussions on fundamental international braille conventions, especially in countries whose scripts contain too many characters to enable them to adopt it. Even without such radical alterations, however, it was appropriate that the need should be stressed for better teaching materials and teaching

methods; and there was almost universal agreement that any major code changes that might be made should be introduced once for all, and not piecemeal, and that they should be designed to last for at least fifty years.

It had been agreed by the conference steering committee that votes on resolutions should be taken if necessary, but that decisions of the conference should not be binding on national braille authorities or other legislative bodies. In the event it proved possible to adopt all resolutions by consensus and, in view of the general atmosphere of harmony prevailing on the final day, it is to be expected that braille authorities will not lightly go against the spirit of any of the resolutions passed.

Resolution 1 simply commends all the conference papers to the attention of braille legislators and others. Resolution 2 urges all those who attended the conference to work through their national organisations of and for the blind, and other appropriate bodies, to promote the teaching and use of braille, and the development of equipment connected with it, including a portable upward interpoint braille writer, and to do other related things that lie outside the normal scope of braille authorities themselves. Resolution 3, in my view the most important, calls for the immediate setting up of an international co-ordinating committee with one member from each of the countries represented to promote international co-operation in braille research; to prepare proposals for the establishment of an international authority on English literary braille; to engage in fund-raising (with which the WCWB spokesman has offered to assist us); and to plan another conference to be hosted by BAUK before the end of 1987 at which definitive recommendations in relation to the English literary braille code should be made. Steps to implement this resolution have already been taken, but braille users are to be fully

consulted before any recommendations for change are made.

Resolution 4 asks that prior to the 1987 conference no changes which would obstruct unification should be made by any of the participating countries. Resolution 5 asks for a detailed, expert comparison of English braille codes to be made together with preliminary proposals for unifying them. Resolution 6 declares that prior to the 1987 conference any deviation from standard braille practices made in the interests of automated braille production should be regarded as temporary and experimental, and not part of any official code; but it leaves open the question whether at the end of this time a single or dual standard should be adopted.

Resolution 7 enumerates five topics for research: how to achieve uniformity in the representation of unit abbreviations; the field testing of a contracted code based on the experience of teachers and users as well as on theoretical considerations; a survey of contractions used in private writing to see if there are any which might be of more general benefit; the provision of format cues for paperless braille; and an investigation of tactile sensitivity in relation to the perception of braille. Resolution 8 adds a sixth topic: the use of contractions to bridge syllables. Resolution 9 declares that research into possible code changes should not be restricted by the no-substitution rule. Resolution 10 asks for continued investigations into the possibility of developing a two-tier contracted code.

Resolution 11 seeks early action to secure uniformity in transcription procedures with regard to the following matters: the reproduction of material from the dust jacket; the clear labelling of braille books; the inclusion in the first braille volume of a complete contents list for the book; a more informative use of page heading lines; a concise indication of print page turnover; the location of notes where they will be of most convenience to the reader; and the indication on the

label of the coverage of each braille volume in works of reference. Resolution 12 recommends bringing British and American practice into line with regard to the following: the contracting of AR rather than EA in the letter group EAR; the general use of the letter sign when a single small or capital letter follows a number immediately or after an intervening hyphen; the separate italicising of titles in a series; and the use of typographical considerations to determine whether a word is to be regarded as foreign and therefore not to be contracted.

Resolution 13 asks for local print usage to be taken into account in the fixing of braille unit abbreviations. Resolution 14 calls for word division to be at the discretion of publishing houses using a standard dictionary rather than a matter for codebook writers. Finally Resolution 15, while agreeing to differ for the time being on the capital sign, urges non-users to be open to adopting it if research findings show it to be useful. Clearly there is plenty of work for the co-ordinating committee to do in the next five years, and much will depend on what elements of the above programme are assigned the highest priority.

It only remains for me to thank the National Library Service for the Blind and Physically Handicapped and the other conference sponsors, but especially Richard Evensen, the conference co-ordinator, for ensuring that the conference ran so smoothly and that our stay in Washington was such an enjoyable one.

(Reprinted from THE NEW BEACON, Oct., 1982)

MORE ...

Our British friends are making serious efforts at re-evaluating their basic braille code. The following two letters are excerpted from the February 1983 issue of THE NEW BEACON. Mr. W. B. L. Poole is Chairman of the Braille Authority of the United Kingdom, and Mrs. Marjorie Bolton is a member of that Braille Authority.

Sir.--

The Braille Authority of the United Kingdom invites all touch readers to take part in a survey of personal braille.

BAUK, in co-operation with other countries where English Braille is used, is considering what changes could be made in our present contracted system to narrow the differences between American and British usage, and at the same time to produce a more efficient system of contracting than our present grade 2.

At the conference on English Literary Braille held in Washington last September, and reported in the October issue of the NEW BEACON, it was agreed that it would be useful, before any decision is reached about possible changes, to make a study of the contractions that braille users have invented or borrowed from other codes, for use in note-taking and correspondence.

If you would like to take part in this survey, will you please send a list, in braille, of the contractions you have devised or borrowed that you regularly use. It would be helpful if you would set out your list in alphabetical order of the words represented. Mention any other space saving device you use, such as unspaced sequences of words, and signs for phrases or groups of words.

Give your name, address, present or past occupation, and say about how long you have been using braille.

I am a member of the Braille Authority, and have undertaken, on behalf of the Authority, to receive your contributions. Please send them to me before June 1. We hope for a big response to make this survey useful.

No change will be made without the approval of the majority of braille users, and not before the next international conference to be held in London in 1987.

(Mrs. Marjorie Bolton)

Headmaster's House
Dorton Drive
Sevenoaks
Kent

Sir.--

At a meeting on 30 November 1982 of the Research Committee of the Braille Authority of the United Kingdom I made a proposal that, in pursuance of various resolutions passed at the Washington International Braille Conference two months earlier, the Restatement redrafting committee should be reconvened. This proposal was agreed to by the Research Committee, and the redrafting committee, which had been dormant since 1971, has started to hold meetings again.

Any recommendations we may make will have to be approved by the full Authority before they can be implemented, but two types of recommendations are under consideration: (1) changes for immediate adoption which would be embodied either in a corrected reissue of the Restatement itself or in a supplementary leaflet to go with it; and (2) proposals which would form part of our negotiating position in the international discussions which are intended to culminate in a second conference to be held no later than the end of 1987.

I am therefore inviting anyone who is interested in the development of the English Literary Braille code, but especially those who use the Restatement

as a working tool, to write to me (preferably in braille) at the address given at the end of this letter with their comments on any of the following matters: the general presentation of material in the Restatement; any topics not at present covered by the Restatement which it is believed should be added, particularly in the domain of formatting; any omissions or unclarities detected in the formulation of rules; any changes thought desirable in the rules governing the use of contractions or other braille signs. I would also very much welcome any proposed additions to the word lists, but please do not send me your views on possible additions to, deletions of, or changes in the braille contractions, as this area lies outside the remit of the

NEW EDITION OF "THE GREEN KREBS"
BEING PLANNED

Transcriber Input Sought

The last revision of the Transcriber's Guide to English Braille, by Bernard M. Krebs, was the 1974 Edition. As you know, CTEVH is now the publisher and distributor of the Krebs print books, and will be in charge of issuing new editions from time to time. If you have not yet received your Addendum to bring your copy up to date with the major 1980 Code changes, send your \$1.00 check, payable to "Braille Institute", and address the envelope to: CTEVH - Krebs - Bookstore, c/o Braille Institute, 741 North Vermont Avenue, Los Angeles, CA 90029. (The same price applies to either the print or the braille copy, but the braille request should be mailed to the attention of Mrs. Carol Morrison, at Braille Institute.)

The next edition will incorporate all the rules changes in the body of the text. But Mr. Krebs

redrafting committee. I should also make it clear that the committee is not concerned with the Braille Primer or any other braille instruction book, but only with the Restatement.

I cannot undertake to enter into correspondence on any of the communications I receive, but I do guarantee that all suggestions made will be given the committee's serious consideration.

W. B. L. Poole
Chairman, BAUK

97 New Bond Street
London W1

and the committee would like to be able to offer an expanded Problem Word List.

Have you been making notes at the back of your own copy, as you encounter new words that required a solution? (Even problem proper names?)

Please send your suggested additions to the Problem Word List to: Mrs. Norma L. Schechter, Chair, CTEVH Krebs Publications Committee, 8432 Northport Drive, Huntington Beach, CA 92646.

Suggestions for other additions or revisions may also be sent, for future consideration, even though changes in the body of the text are not contemplated at this time. (Nope, we're not being set in our ways; we're just holding off until we see what the International Conferences on Grade Two English Braille will do.)

What - you're not making notes in your Problem Word List? Never thought of it? Please do from now on, and share your goodies with others by sharing them with this committee.

Norma L. Schechter
CTEVH Literary Braille Specialist

FRESNO'S VOLUNTEER FOR THE PEACE CORPS

Marsha Martin, a graduate of Fresno's elementary and secondary schools and of California State University, Fresno, is the first totally blind young woman in California to have been selected as a Volunteer for the Peace Corps. On July 4, 1983, she will begin a two-year service in Ecuador where she will teach braille, mobility, housekeeping, and living skills.

Marsha is well qualified to teach these subjects. She has a major in Physical Education as well as a major in Home Economics. An extremely fast braille reader, she gets through a volume of Reader's Digest in half an hour. She also uses the Optacon very effectively and has taught its use to a blind professor as well as to others. She prefers braille to recordings since she can scan braille rapidly if the subject is suitable for scanning. Her students in braille and the use of the Optacon evidence of her ability as a teacher.

In athletics she has an outstanding record. It would be so for a sighted person, but is almost incredible for one with no light perception. In November, 1981, she ran the Fresno Marathon, the traditional 26.2 mile race, and came in sixth in her class. Relays of friends, runners but with less stamina, take turns running with her. In a recent Triathlon she came in third after a 6-1/2 mile run, 20 miles of biking, and a 400-yard swim. In May, 1983, she participated in a Biathlon: seven miles of cross-country running and 27 miles of bicycling over very hilly terrain. In such events she rides a tandem whose owner enters the two of them in the 100-mile bicycle races of the Fresno and Visalia Cycle Clubs. Every morning at 4:30 she begins the day by running 12 miles with a group of similarly dedicated enthusiasts.

She has spent many happy days - and nights - folk dancing and has assisted in teaching dance classes at the University.

She has an, as yet, unfulfilled wish to try sky-diving but her service in the Peace Corps will enable her to satisfy another ambition. Five years ago a friend took her on a visit to an Indian School in Arizona. Realizing what little instruction the visually handicapped Indians were receiving in reading and living skills, she determined to work with such a group. She did not know that the future would bring an opportunity to fulfill her ambition on the Equator.

Marsha has also begun to work towards a career in writing. She foresees that her experiences in South America will add much to her stories.

Fresno's transcribers and teachers are proud and gratified to have had a part in the education and training of the marvelous Miss Marsha Martin Martin!

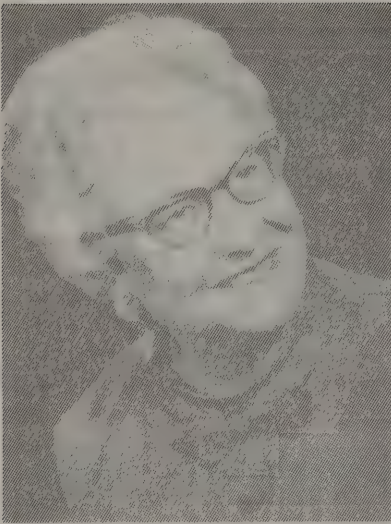
Barbara Rubin

GIFT FROM NFB

The Volunteers of Soledad were recently presented a check for over \$800 by the Monterey Co. Chapter of the National Federation of the Blind. In presenting the check, Linda O'Neal told of the various activities the chapter members undertook to raise the money as a gesture of appreciation for the work the Volunteers have done.

For over six years, the Volunteers of Soledad have recorded and duplicated many books and articles for blind persons in the region as well as working on the building at the Blind Center in Pacific Grove. And blind students at Monterey Peninsula College have access to campus maps Thermoformed by the Volunteers.

IN MEMORY OF KATIE N. SIBERT



To know Katie Sibert was to know a truly great lady! There was never a child, youth, or adult who touched her life without knowing the love and warmth which was such a part of her. On May Day, 1983, Katie departed this earth, leaving behind with friends a

great many memories of her devotion to work; her concerns for children (above all, those with special needs); her contributions in the field of education; and of good times together.

Katie earned her life teaching credential at Central State Teachers College in Edmond, Oklahoma. Teaching of primary grades for eleven years was followed by marriage and the raising of a family. In the early 1940's she returned to teaching, and, when in 1947, the California State Legislature passed a law mandating special assistance for visually handicapped children, she said, "I got my arm twisted by my superintendent to do this because we had to start a program in our schools. I said I didn't know anything about this sort of thing, but he gave me two weeks off to work with a teacher in Long Beach and I was hooked! I enjoyed it and wanted to learn more!"

Katie went on to earn her masters degree and special teaching credentials from San Francisco State College and after serving as a resource

teacher and coordinator of programs for the visually handicapped, grades kindergarten through high school in the Stanislaus County Department of Education. She continued in this position until her retirement in 1971.

Her many activities in the field of education in addition to her busy teaching career included instructing in summer session teacher training programs at San Francisco State College, University of Minnesota, Columbia University, and Portland State University; writing for numerous books, periodic publications, and U.S. Department of HEW journals; serving on countless committees, seminars, and conferences; serving as consultant to various state and national organizations.

In 1960, Katie Sibert was honored by the National Society for the Prevention of Blindness with the presentation of the Winifred Hathaway Teacher of the Year Award in recognition of her outstanding contributions to education.

After her retirement from public school work in June of 1971, she continued to keep abreast of new developments in the VH field and served as consultant to education both at home and abroad. In November of 1971, she went to Copenhagen, Denmark, where she worked with teachers in the State School for the Blind and Partially Seeing. From there she went on to Lisbon, Portugal, where she served the Ministry of Education, conducting teacher workshops. The spring of '73 saw her at the American Printing House for the Blind serving as a consultant in the research and development of special materials, books, equipment, and maps. In August, 1974, Katie traveled to Salem, Oregon, to assist in the evaluation of State School Programs and Resource and Itinerant

Programs within the state. She continued to serve as consultant to various school districts and to lecture at colleges and universities. Retirement also gave Katie more time to enjoy her family, friends, former students, and her home and garden which she tended by herself to the very end.

Because of her long dedication to the education of the visually handicapped and because she was a "charter member" of CTEVH, it is

fitting that a scholarship fund in Katie's memory is being developed. Those who would like to join with Katie's friends and associates in contributing to this fund should send their donations to The Katie N. Sibert Memorial Fund, CTEVH Office, Braille Institute of America, 741 No. Vermont, Los Angeles, CA 90029. All contributions are, of course, tax deductible.

William H. Oser
Federal Projects Director (Ret.)
Winters Unified S.D.

MEMORIES OF KATIE N. SIBERT

When I first came to California to work in Sacramento as consultant in the education of the visually handicapped, I was reviewing in my mind the various patterns of programs for visually handicapped children and youth. The program in Stanislaus County interested me since it stemmed from a county office in a large, rural area. Katie Sibert was the teacher-consultant who had the respect and support of not only county personnel, but also of school administrators, teachers, and parents in the districts in the county. Her work at San Francisco State University in teacher preparation is well remembered by many teachers in today's programs. She worked with nurses and doctors in her community and in the state to assist people in understanding the needs of visually impaired children and youth. She made an outstanding contribution in her work with children who were visually impaired.

We will miss Katie, but her good works will be carried on in California. Everyone, young and old, loved Katie. I will miss her not only as a supportive co-worker, but as a friend.

Dorothy Misbach
Special Education Consultant (Ret.)
California State Department of Education

* * * * *

Katie Sibert was one of the first people I met in California who was connected with the education of the visually handicapped. The wonderful impression she made on me never faded, and, in fact, spread to include others, so that I am sure we have the best and most dedicated teachers anywhere to be found.

To my good fortune, I became better acquainted with Katie over the years and spent many a happy hour with her. She seemed unfailingly to be happy, of good spirit, and, above all, of good will. If ever there was lasting unpleasantness in her life, I did not know of it. Nor was I ever aware of anything more than a fleeting frown from Katie if she were annoyed with someone. She was a rare person and an elegant lady who was ever-thoughtful of her friends and concerned for the welfare of others, always.

She gave much of her abundant intelligence, spirit, and expertise so that visually handicapped children anywhere, but especially those in California, might be helped and encouraged to lead as full and as interesting lives as she did, herself.

I am sad to be deprived of Katie's continuing presence, but, with many, many others, I am glad she was once with us.

Aikin Connor
Editor, THE CALIFORNIA TRANSCRIBER

* * * * *

Those of us present at the banquet of the 22nd CTEVH Conference, in Sacramento, will remember Katie Sibert was introduced as a special guest by our president, Cathy Rothhaupt. The immediate past president also jested from her podium, "We can blame Katie for Fred!"

Indeed, Katie was to blame! My first position with the State Department of Education as Educational Counselor for the Blind came about through a referral and highest recommendations from Katie. I was privileged (as were many of you) to take graduate courses from Katie at San Francisco State College in the early fifties and later, to teach with her in the teacher preparation

programs at San Francisco State and Portland State University. It was my good fortune to learn and grow professionally through my associations with her.

To know Katie was to love her personally, as she gave so freely and untiringly of herself and her personal time. To know her work was to admire her as she impacted the lives of all those children and teachers with whom she interacted.

The following is excerpted from a letter I received from Madge Leslie, Professor of Special Education, Retired, Portland State University.

I know you are grieving, too, on this May Day for a dear friend. I can only think of love and joy when I think of Katie, so I know the grief is only for oneself.

It is almost unbearable to think of not seeing her again, but the memories are rich and wonderful and lasting.

Fred L. Sinclair
Director, CDHS

TREASURER, CTEVH. 741 N. VERMONT, LOS ANGELES, CA 90029

Please add the enclosed contribution to the KATIE N. SIBERT
MEMORIAL FUND.

(Name)

(Street)

(City, State, Zip)

NEWS OF GROUPS

NEWS OF GROUPS

FOR SALE! A used Thermoform Duplicator -- contact Donna Coffee of the SEQUOIA TRANSCRIBERS, 2926 Cornell, Visalia, CA 93277.

AVAILABLE: SONOMA COUNTY BRAILLE TRANSCRIBERS GUILD has a Webcor Tape Recorder (it uses the large reel). There is a missing part where the tape threads through. Call Elvira Stone at 707-546-6930 or write to 908 Stevenson St., Santa Rosa 95404.

WANTED: Perkins Brailier in any condition to be used in teaching brailier repair. Contact Lt. Herb Mathews, Sponsor, Volunteers of Soledad, P.O. Box 686, Soledad, CA 93960.

Proceeds from the sale of their brailiers were donated by JOY NOYES and MARGERY TAYLOR to BRAILLE TRANSCRIBERS, SACRAMENTO NORTH AREA. In recognition of their generous donations, both ladies were honored guests of BTSNA at a luncheon recently. Joy and Margery had to give up their brailling, but they haven't given up the group!! Thanks again to a pair of lovely people.

CHRIS MACKEY of KINGS TRANSCRIBERS LIBRARY is in the process of completing two projects: (1) A Newsletter to cassette repairers swapping ideas of how to repair particularly strange cassette breakdowns; (2) A list of Recreational Libraries -- so far she has located four and she's hot on the trail of a fifth! When these are assembled, she'll submit a report to TCT and you'll be the first to know!

The parent organization, the Kings Transcribers, has finally gone out of existence; consequently no further brailling or recording is being offered. Only the KINGS TRANSCRIBING LIBRARY exists and Chris Mackey is "Director" --

of course, she's also secretary -- she's also treasurer -- she's also collator -- she's also mail room attendant! In her words, "I'm it, I'm they"! At latest count Chris was breathing down the 6000 hour mark; as she has had her "pin" quite a few years now, does CTEVH plan to give oak clusters?? Great going, Chris!

LUTHERAN BRAILLE WORKERS, INC., is happy to announce completion of Luther, God's Servant, transcribed both in Grade 2 and Grade 1½ English braille, as well as in sight-saving (large print). Since this is the 500th Anniversary of Luther and it is considered Luther's year, they feel that the blind and visually impaired would be interested in reading this book.

They keep a record of everything they have ever sent out so that shipments will not be duplicated, because of the many detailed records they have of the blind. Their 32 IBM System computer was completely filled and now they have installed a new 34 System so that they can continue to handle requests and shipments to the blind on a personal basis.

OAKMONT WORKSHOP FOR THE VISUALLY HANDICAPPED is preparing materials to establish Workshops in the islands of the Caribbean and Venezuela, South America. A student who lives in Germany and who has been attending one of California's colleges is taking back to her country a packet of all the workshop materials to start a workshop there. It is gratifying indeed that the work produced locally can reach out to so many people in so many countries.

RECORDING FOR THE BLIND, INC., LOS ANGELES UNIT, is offering a new service: ordering books for students on computer terminal.

SEQUOIA TRANSCRIBERS has a lending library -- write for a list of over 200 titles presently available (children through adult). Their address is 2926 Cornell, Visalia, CA 93277.

For years the SIXTH DISTRICT BRAILLE TRANSCRIPTION PROJECT has provided free brailled menus for local restaurants and most are nine or ten pages, but would you believe "Mings" of Palo Alto -- FORTY pages?

Do you often get called a "BRAILLER"? Does it bother you? Or do you laugh? WALNUT CREEK TRANSCRIBERS do both!

It's happened again -- the enormous turnover in the Blind Project of VOLUNTEERS OF VACAVILLE! They call it "transferphobia". While everyone is happy for the ones being transferred out of the facility, it makes a wave of reorganization, new volunteers, lots of training, etc. -- a heavy load for the remaining members of the volunteer group. Topping that off, the brailier repair department which occupies the very bottom of the CMF building was a victim of the record seasonal "California Wet Sunshine" dripping through the ceiling of the workroom. It took a while to clean up and dry out but, despite this, there were 38 brailiers repaired during February and 39 in March, making a total of 290 brailiers repaired so far in the fiscal year.

NEW OFFICERS/ADDRESSES

Golden Gate Braille Transcribers, Inc.

New Address: c/o Francis Scott
Key School, Room 19
1530 43rd Avenue
San Francisco, CA
94122

Monterey County Braille Transcribers, Inc.

Raised Line Drawing
Chairperson: Norman Mangan
(replacing Alice Harwood who resigned due to health reasons)

Sacramento Braille Transcribers, Inc.

Chairperson: Claudia Nichols,
660 Fordham Way,
Sacramento, CA
95831
(916) 428-3633
Vice-Chairperson: Evelyn Cook
Recording
Secretary: Jane Ramsey
Treasurer: Daphne Kester
Coordinator: Lavon Johnson

Sonoma County Braille Transcribers Guild

Chairperson: Elvira T. Stone
908 Stevenson St.
Santa Rosa, CA
95404
(707) 546-6930

Transcribing Mariners

Chairperson: Suzanne Marriott
Secretary: Barbara Costello

Volunteers of Vacaville, Inc.

Coordinator: W. John Sklut
Assistant
Coordinator: Mark Mahoney
Records Clerk: Leo Harper
Reader Supervisor
(in training): Ronnie Russell
Printer: Al Farrar
Brailier Repair: Ron Jacques
Danny Lehman

BRAILLE TRANSCRIBING CLASSES

Concord (Walnut Creek):

Beginning September 1983, on Tuesdays from 10:00 a.m. to 12:00 noon, at 1201 Monument Blvd. Clubhouse, Concord, with instructors Betty Knapp and Shirley Martinsen; for further information, contact Ann Kelt at 1201 Monument Blvd., #7, Concord, CA 94520 or tel. 415-682-4734.

Pacific Grove (Monterey, Carmel Valley):

Continuous classes at St. Mary's By-The-Sea, Pacific Grove, with Almira Davis, Instructor; for further information, contact Almira Davis at 66 Sage Road, Carmel Valley 93924, or tel. 408-659-4680.

Los Angeles:

Beginning September 27, 1983, on Tuesdays from 9:00 a.m. to 12:00 noon, at Sinai Temple, 10400 Wilshire Blvd., Los Angeles, 90024, with instructor Hannah Jaffee; for further information, contact Beatrice Zeientz, 128 So. Oakhurst Drive, Beverly Hills 90212, or tel. 213-275-7546.

San Anselmo:

Beginning September 22, 1983, on Thursdays from 9:30 a.m. to 12:30 p.m., at 761 Sir Francis Drake Blvd., San Anselmo 94960 with instructor Kay F. Martin; for further information, contact Kay at 63 Durham, San Anselmo, CA 94960, or tel. 415-454-7985.

San Francisco:

Beginning August 2, 1983, on Tuesdays from 8:30 a.m. to 2:30 p.m. at Francis Scott Key School, Rm. 19, 1530 43rd Avenue, San Francisco CA 94122, with instructor Hilda Isles.

San Jose:

Beginning September 8, 1983, on Thursdays from 9:30 a.m. to 12:00 noon, at 101 North Bascom Avenue, San Jose, CA 95128, with Bea Bowers instructor; for further information, contact the PTA Braille Project, same address, or tel. 408-298-4468.

Santa Rosa:

Beginning September 6, 1983, on Tuesdays from 7:00 to 10:00 p.m. at Santa Rosa High School, Room 134, with instructor Betty Scherfee; for further information, contact Betty at 707-542-3609 or contact Elvira Stone, 908 Stevenson St., Santa Rosa 95404, tel. 707-546-6930.

Visalia:

Beginning September 21, 1983, on Wednesdays from 3:00 to 5:00 p.m. at Conyer School, Visalia, with instructor Donna Coffee; for further information, contact Donna at 2926 Cornell, Visalia 93277, tel. 209-734-4429.

INTERESTING TRANSCRIPTIONS

Braille Institute
Press Department
741 N. Vermont Avenue
Los Angeles, CA 90029

BLACK & DECKER ELECTRIC DRILLS Use and Care Handbook by Black & Decker Mfg. Co., Towson, MD copyright 1955 (braille, 1 volume)

SHARP VOICE SYNTHESIZED CALCULATOR Model EL-620 Instruction Manual (braille, 1 volume)

Kings Transcribers Library
202 W. Orangeville Blvd.
Hanford, CA 93230

SIX ARMIES IN NORMANDY by John Keegan, copyright 1982. (tape, on loan)

In process: THE VOYAGE OF THE ARMADA, THE SPANISH STORY by David Howarth, copyright 1981 (tape)

Monterey County Braille Transcribers, Inc.
P.O. Box DF
Pacific Grove, CA 93950

THE OXFORD ANTHOLOGY OF ENGLISH LITERATURE, Major Author's Edition, published by the Oxford University Press, copyright 1975 (braille, 30 volumes)

Recording for the Blind, Inc.
Los Angeles Unit
5022 Hollywood Blvd.
Los Angeles, CA 90027

ELEMENTARY MATHEMATICS, (translated from the Russian) by V. V. Zaitsev, copyright 1976 (tape)

GRAPHIC ARTS FUNDAMENTALS by John R. Walker, copyright 1980 (tape)

For ordering, call 213-664-5525

Sequoia Transcribers
2926 Cornell
Visalia, CA 93277

MY OWN STORY: PHIL DONAHUE (braille)

HITE REPORT ON MALE SEXUALITY (braille)

BEST OF DEAR ABBY (braille)

THE REST OF THE STORY, by Paul Harvey (braille)

On loan or may be purchased; contact Donna Coffee of Sequoia Transcribers

Sixth District, California PTA
Braille Transcription Project, North Branch
P.O. Box 326
Los Altos, CA 94022

(MERRILL) ALGEBRA TWO WITH TRIGONOMETRY by Foster, Rath and Winters, copyright 1979 by Bell and Howell (braille, may be purchased.)

Sixth District, California State PTA
Braille Transcription Project
101 North Bascom Avenue
San Jose, CA 95128

SKILLS CENTER by Living Skills Center for the Visually Handicapped, San Pablo, CA copyright 1977 (braille; may be purchased or exchanged for Brailon)

NEW APH CATALOG AVAILABLE

The Fourteenth Edition of the APH Central Catalog listing of sources for textbooks is about to go to press. This catalog may be purchased on your Federal Quota Account, for cash, or on an accounts receivable basis.

Four hundred copies will be printed and shipped in late July on a first-come, first-served basis.

ORDER NO. 7-2175
CENTRAL CATALOG, 14th EDITION
1983, \$28.00

OUR SPECIALISTS SAY

LARGE TYPE

Three interesting discoveries re L.T.

1. I have found a way to re-ink Smith-Corona cartridges following the method used for many years (regular spool ribbons) by the Naperville, Illinois, braille guild's typists. It works!!!! Use a mixture of mimeograph ink (1 part) and sewing machine oil (3 parts) to rejuvenate old dried-out cartridge ribbons. At first, I was using a squeeze bottle to drip the ink into the cartridges. But, a better way is to pre-measure the dosage in an eye-dropper--very accurate and neat. Don't get this mixture under your fingernails -- yucky!

Hold the cartridge point up and drip four to six drops of the mixture down into the ribbon. Encase in airtight plastic bag and let "steep" for two to four weeks so that the ink will penetrate well. In this way, ribbons can be used until they are absolutely worn out and you will get terrific, black type.

The mimeograph ink can usually be a "freebie" from a church or school that used a mimeograph machine to run bulletins. We need just the few drops which can be squeezed out of an "empty" used tube. I bought sewing machine oil at Woolworth and the hardware store -- readily available.

2. So many of us get pale purple dittos from classroom teachers to be enlarged. I found a pale yellow filter which can darken the purple and yet not show up badly as background. It is color #805 (light straw); brand name, Roscolene. It is available by mail from Holzmüller Company (theater supplies), 2545 Sixteenth Street, San Francisco 94103, phone (415) 864-7800. Place the filter between your pale ditto and the

camera of the enlarger to bring up the print. My Roscolene order has not come in as yet, but if you are interested in getting a tiny sample, write me and I'll send a sample for you to try on your copier. All copies may not react the same.

3. At conference, I was asked if other typewriter manufacturers were making large type machines. So far, all I know of are Smith-Corona, Facit, IBM (rebuilt) and Olympia. But many of our students need a bold type, not necessarily large type. Adler-Royal, S-C, Facit, Olympia and several others make good ten-pitch (pica) machines with broad, bold types. Some even have eight-pitch (8 spaces per inch) with thick types. These 8-pitch machines are half way between the sizes of pica and our usual large type (6-pitch, 18-point, $\frac{1}{4}$ " high) type.

Marian Wickham
CTEVH Large Type
Specialist

TEXTBOOK FORMAT (Kindergarten - 8th Grade)

A SMALL QUIZ?

When transcribing a page we braille text (running head is text) on all 25 lines. Can you name five exceptions to this statement?

1. Title page, Rule II §6
2. Preliminary pages such as dedication, special symbols, transcribers note page, etc., Rule II
3. Contents, Rule II §11
4. Centered headings or cell 5 headings, Rule V §19
5. New page indicator on line 25, Rule §2

6. Break in context--change of thought, Rule I §2a(3d)
7. Transition between regular text and quoted matter, Rule I §4
8. Where it is impossible to include heading(s) and one line of brailled text, Rule V §18d
9. Numbered line, Rule VII §25a and b
10. Poetry and poetry as prose, Rule VIII §25b and Rule XVI §37
11. Between new print page indicator and transitions, Rule I §2a(3)(d)(i)
12. Workbook directions, Rule XII §32c(2)
13. Examples in exercises, drills and tests, Rule XII §31
14. Last page of volume. Logic! True in literary also.

You don't need to specify page number these rules are on, because inclusive sections numbers for each print page are included in the running head on every page of TBF.

Can you think of more exceptions? If you do please share with me and TCT readers.

Special thanks to Norma Schecter and Barbara Tate for this addition to reference chart of metric abbreviations:

microm mu or This is a lower case Greek letter braille dots 4-6, 5-6, and 1-2-3. Dots translate to "italic sign, letter sign, letter l". This applies to TBF when shown without the period.

Billie Anna Zieke
CTEVH Textbook
Format Specialist
(Kindergarten -
8th grade)

LITERARY BRAILLE KEEPS TURNING UP PROBLEM WORDS

Our thanks to Ina King for some real posers. Mrs. King is Executive Manager of Visual Aid Volunteers, Inc., of Garland, Texas. (Do you, too, find it comforting to realize that others encounter problems, that you're not alone?)

Thanks also to Maxine Dorf for consulting and confirming the following dillies:

Beed - use of ed-sign same as need or reed

Mallord - though I was unsure what to do if it were pronounced MAl lord (almost like a mallard duck), Mrs. Dorf assures us the lord-sign should be used regardless.

Southampton - the "th" remains a "th" sound here.

Northaven - like Southampton, since the "th" is pronounced as "th", you contract it.

Bevar - this depends on the pronunciation, or rather, the syllabication. If it is pronounced BEEvar with the "var" as the second syllable, you do use the be-sign. If it is pronounced BEVar, with only the "ar" in the second syllable, you can't use the be-sign. In either case, of course, use the ar-sign.

Francene - Mrs. Dorf assures us it's OK to use the ance-sign (as in Frances, which also overlaps a syllable), even with the strong syllable break on the second half of the name.

Gainsaid - there's no reason not to use the short-form said, as it retains its original meaning.

Rhadamanthys - No way would one use the sign for "had" here, any more than one would in "sphere", as the "h" is silent.

Singhalese - though the Krebs list use the ing-sign in "sing", my Webster's New World Dictionary gives:

Sin·gha·lese (sin'gə·lez) ...
same as Sinhalese.

This would indicate that the anglicized "gh" represents a kind of guttural aspirate which we don't have in English, but clearly the "in" is strongly separate from the next syllable. Mrs. Dorf says it's like the use of the "in" and "gh" in dinghy.

Gonella - this will depend on syllabication. If the "o" and "n" are in the same syllable, use the one-sign: Gonella (Gon-el-la). If the o and n are not, of course you couldn't use the one-sign. If you're not sure of the pronunciation, as discussed in the NBA Bulletin of Fall 1976, don't contract.

Berail - again, the use of Be or er will depend on syllabication. Be can only be used when it is a whole syllable. If you can't find the pronunciation in your local reference library section, don't contract.

Ch'in - in both of these proper names of Ch'ing - Chinese origin, there is no valid reason for not using all the contractions. The Lower Sign Rule is not involved at all, and the ch-sign is not standing alone.

howsomever - the problem is the choice between some and ever. Use the ever because of ease of pronunciation, just as you would in wherever.

Dissel - here's another problem of syllabication in a proper name. If it follows the normal rules of English (dividing between a double consonant), of course the dis-sign is used. German words and names sometimes use the double-s (the "ess-tzet") within one syllable. But Mrs. Dorf agrees that no American reader would be misled by: Dissel.

Holinsed - don't use the sh-sign, as the dictionary divides his name as: Hol·ins·hed.

Volpone - nope, you can't use the one-sign, as even American troupes performing the classic play pronounce his name the Italian way, Vol·po·ne.

provolone - once again, you can't use the one-sign because the o and the n are not in the same syllable: pro·vo·lo·ne.

You may wish to add these to your own Problem Word Lists, in case they ever turn up among your own transcriptions.

Wasn't this a fun challenge?

Norma L. Schecter
CTEVH Literary Braille
Specialist

* * * * *

JOYCE VAN TUYL

IS RESTING AND RECUPERATING

AFTER A BUSY CONFERENCE

She will return in the next issue.

* * * * *

HELLO, HELLO, HELLO

Zounds! Ya live your whole life in obscurity, then one morning ya suddenly find out you're the new Recording Specialist for CTEVH! Fame won't spoil Leslie Burkhardt, though; in fact, it can serve to strengthen the recording skills that each of us should be continually learning, discussing, and reinforcing for the benefit of our listeners.

As a newcomer to CTEVH, I thought my first article should introduce myself to all of you. So, you're probably all wondering, how does one end up as Recording Specialist at the relatively tender age of twenty-seven?

My association with service organizations for the visually handicapped began in January 1980 while attending vision care classes at Los Angeles City College. On a part-time basis in the evenings, I worked as Recording Coordinator at the Los Angeles Unit of Recording for the Blind. There, engineers, lawyers, physicians, computer specialists, and many other dedicated people from all over the L.A. area produce recorded texts whose titles alone are often completely mind-boggling. Such a generous group of people was difficult to leave, so following graduation from LACC, I continued as a volunteer monitor on Tuesday evenings. Currently, I've been returning to RFB one evening a week to conduct monitor orientation classes.

Since January 1981, though, my main source of inspiration and delight has been Braille Institute. Working under Jane O'Connor in Volunteer Services, first as clerical support and coordinator of oral reading and home outreach programs, I was introduced to many other fine volunteers who serve the blind in an amazing variety of capacities. In October 1981, following the retirement of Braille Institute's former Recording

Coordinator, Virginia Raetze, I once again found myself working among fine volunteers. This recording program's primary focus is on providing general-knowledge reading services to local individuals to supplement Library of Congress books from the Braille Institute Library. Its unique set-up has given me further opportunity to learn about recording production.

Borrowing from this background, we should have a lot to talk about! For now and in the future, if there are any particular subjects you would like to hear about or information you would like to share with others, please write or call me at Braille Institute, 741 N. Vermont Ave., Los Angeles, CA 90029 -- phone (213) 663-1111. Even if you don't have any questions or information to pass along right now, I would be delighted to get a postcard from you introducing yourself and briefly outlining your affiliation to recording services for the visually handicapped.

The better we know one another and the resources available to us, the better our services will be. Remember: One recorder's trials and tribulations are another's tried and true solutions. Besides, if we put our heads together and still can't come up with anything, we can always ask Chris Mackey for the answer!

Leslie Burkhardt
Recording Specialist

* * * * *

JANE CORCORAN

IS RESTING

AND RECOVERING

FROM CONFERENCE

She will return

next issue.

* * * * *

ABOUT TCT SUPPLEMENTS...

Some TCT Supplements are still available in print, as indicated below. Prices given represent a suggested contribution to cover the cost of production and are not subject to sales tax. In order to defray the expense of handling (postage, etc.), a flat 75¢ charge is added to each order, regardless of size. Orders should be sent to:

TCT Mailing Chairman
741 N. Vermont Ave.
Los Angeles, CA 90029
(Make checks payable to CTEVH)

BOOKS ABOUT..., by Ruth Lowy; 1971

An extensive bibliography on visual problems, other impairments, eugenics, and social studies.

60¢

TRANSCRIBING LESSONS: DIACRITICS, by Norma Schechter; 1971

An introductory lesson on the brailleing of glossaries and dictionaries.

30¢

SYLLABICATION IN FOUR OF THE ROMANCE LANGUAGES, by Betty Smith; 1972

Suggested aids for Latin, Italian, Spanish, and French; basic syllabication rules of these languages themselves. Useful both to transcribers and to language students.

25¢

DBPH PUBLICATIONS, by Norma Schechter and Helen McMoyler; 1973

A compilation and description of useful and interesting publications available from the Library of Congress DBPH. Indexed.

60¢

BOOKS FOR INDIVIDUALS WHO READ BRAILLE, LARGE TYPE, OR TAPE RECORDINGS, by Ruth Lowy and Fred Sinclair, 1968; Revised by Ruth Lowy and Fred Sinclair, 1973.

Procedures and services for those who must obtain their own transcribed reading matter.

75¢

HOW TO DO RAISED-LINE DRAWINGS, by Frances Rosenberg; 1974.

Clear, easy-to-follow instructions for the beginner in the field of Math illustrations in embossed form.

30¢

THE NBA MANUAL FOR LARGE TYPE TRANSCRIBING, RECONSIDERED, by Marian Wickham and Ruth Lowy; 1975. Some comments, thoughts, additional suggestions, corrections.

60¢

A CHECK LIST OF PHONETIC SYMBOLS, by Betty Smith; 1974

An easy "alphabetized" listing which makes it easier for the transcriber to locate and identify phonetic symbols and their braille equivalents.

30¢

CONFERENCE

XXIV

HIGHLIGHTS OF THE 24th ANNUAL CTEVH CONFERENCE

Another great conference has come and gone. The new Red Lion Inn in San Jose provided an elegant setting in which 511 participants spent an intensive, informative, and interesting two and one-half days. The 50 workshops were buzzing with interest and the two tours to the California School for the Blind were completely filled. At the General Session Dr. Susan Spungin brought us up to date on AFB (American Foundation for the Blind) and BANA (Braille Authority of North America). Dr. Emerson Foulke told of his own adventures in the chemistry lab and of his current efforts to make it possible for blind students to participate more fully in chemistry laboratory courses. The Friday night banquet, enjoyed by 157, featured great entertainment including a performance of jazz piano by our own Mary de Garmo, who was celebrating her 79th birthday; songs by Wayne Siligo, teacher at CSB; and lively dance music by the Out Of Sight Band. Our closing luncheon on Saturday, attended by 122, featured Dr. Sally Mangold whose talk and slide presentation of blind children in their school settings was an inspiration to transcribers (many of whom have little or no contact with the people for whom they transcribe) and teachers, alike.

Another highlight of the closing luncheon was the presentation of Certificates of Appreciation to Chris Mackey (retiring specialist for Recording) and Aikin Connor, our TCT editor. Both Chris and Aikin were deemed to have served well beyond the call of duty for many years. It is because of members like them that CTEVH has been able to grow and to provide more and more services to its members and to the visually handicapped population.

Each conference seems at the time it is going on to be the "best ever". This one was no exception. The kindness and consideration of the hotel plays a part and so does the planning and efficiency of the conference committee, but the real reason that each conference seems the "best ever" is due to the energy, verve, and commitment that each person attending brings to it. When you have over 500 people passionately interested in a common goal, it produces an intellectual ferment that is extremely stimulating and exciting to be a part of. CTEVH is a great organization and it was very rewarding to have served on the 1983 Conference Committee.

Jane Corcoran
Chairperson, Conference XXIV

CTEVH AWARD PRESENTATION

As have many of you, I have listened to quite a few CTEVH Award presentations. Usually, of course, we haven't known before-hand who was to receive the award and I have often wondered, out of all these wonderful CTEVH volunteers and teachers, who can possibly be more noteworthy than the rest? With all the dedication, energy, and expertise represented by you CTEVH members it is not easy for one person to stand out.

Yet, year after year, as I follow the build-up for the presentation and the speaker reaches that point at which we all know who it is to be, I think, "Why, of course!"

Well, this year, I know in advance who the awardee is to be and I can say again, "Why, of course!" In fact, because I feel so positively about this one, when I heard about this year's award, I began plotting to be chosen as presenter. But, before any of my machinations could be put to work, I was asked to present this CTEVH Certificate of Appreciation, today.

Now, since part of the fun of this sort of presentation is to try to guess the identity of the recipient, I will provide you with seven clues along the way. The recipient will become uneasy early; close friends will next begin to catch on. Finally, everyone will know and the name will be disclosed.

This year's recipient is NOT a native Californian--as are some of our members--but, as many of us have done, has chosen to live here and has done so for some twenty years. Hardly a recent immigrant. The other day, I heard a term used to describe people who have residences on both the east coast and the west coast: bicoastal. If that term may be stretched to describe someone who has lived on both coasts, this this year's recipient is, indeed, bicoastal.

CLUE NUMBER ONE: In fact, a more encompassing and accurate term might be "multi-coastal", for this person (who shall be nameless until such time as I choose to disclose the name) has lived on more continents than this one. Actually, one previous home was so far west it was east!

CLUES NUMBERS TWO AND THREE: In company with others in our midst, this transcriber is a musician.

CLUE NUMBER FOUR: Although she (see--female gender!) is one of the busiest transcribers around, she is also organist for her church choir. At this point, the recipient should begin to have that very uncertain and questioning suspicion that it may be she.

And now--CLUE FIVE--I increase that feeling by telling you that she was brought up on Long Island, outside New York City, patriotically joined the WAACS during World War II, married a career officer and raised two children--one of whom is in Yemen and the other in Long Beach. Now SHE knows!

I first met this year's recipient at my first CTEVH Conference and she has been my mentor, my trusty helper, my rich information resource, and my friend ever since.

CLUE SIX: She has recorded textbook after textbook in clear, careful, and meticulous fashion. She has been the eyes through which many, many people have read many, many books. Alone, she has built and continues to maintain a lending library of recorded books. At her own expense she has acquired recording and duplication equipment and tape, and has fashioned a neat recording studio in her lovely old farm home in Hanford. She and her husband, Harold, have five acres in town, near the high school where he now teaches chemistry, having retired from the military. The land is well planted in fruit and nut

trees, since Harold is what she calls a "compulsive planter". Fortunately, she is a compulsive jelly-maker, and you should taste her compulsive jelly!

CLUE NUMBER SEVEN--the last: For thirteen years, she has served as our CTEVH Tape Recording Specialist--now EVERYBODY knows--and has contributed through the years some wonderfully informative workshops and some of the best articles we have printed in TCT. I have asked her, in fact, to consider editing a compilation of them as a monograph. I think of this proposed monograph as "The Wit and Wisdom of Chris Mackey".

Caroline "Chris" Mackey, it gives me very great pleasure to present to you on behalf of all your fellow CTEVH members this special CTEVH Certificate of Appreciation "For outstanding contribution in the field of the visually handicapped and for your distinguished service to California Transcribers and Educators of the Visually Handicapped."

Aikin Connor
Editor, TCT

(Presented at CTEVH 24th Annual
Conference, San Jose, March, 1983)

SOME THOUGHTS ON RECEIVING THE CTEVH AWARD

At Conference this year, after I had presented the CTEVH Certificate of Appreciation to Caroline "Chris" Mackey, I listened with considerable amazement as Fred Sinclair presented me with the same award.

As I listened to Fred's presentation I experienced several emotions: surprise, pleasure (of course!), but most of all, embarrassment. Embarrassment because I know how many hours others in CTEVH have contributed -- how many tracks of recording, how many pages of braille and large type, how many extra hours after school teaching, or transcribing, that extra little bit that can make such a big difference to a child. Where are the awards for those people? How could I possibly, in all good conscience, accept an award for making my much less important contribution? I could easily name dozens more worthy than myself -- and I'm not really famous for humility! So I was embarrassed to stand up there in front of my colleagues and accept an award which I felt so many others deserved far more.

For some days following Conference, in spite of an undeserved feeling of euphoria, I brooded about the situation. Finally, someone said to me that I should realize that at least to some extent the award could be considered symbolic. The recognition focused by CTEVH on me was, at least in part, recognition for us all and that I was, in a way, a stand-in for all the transcribers and educators, who have given so much for so long.

This thought has consoled me. So, although I must live with the guilty knowledge of my own inadequacies, I can here express my deepest appreciation for having been singled out from among so many truly impressive people for the CTEVH Certificate of Appreciation.

Aikin Connor
Editor,
The California Transcriber

GENERAL SESSION: DR. SUSAN JAY SPUNGIN
Associate Director of Program Services
American Foundation for the Blind

Introduction

The AFB was established in 1921, as a private non profit organization to serve as the national partner of local services for blind and visually impaired persons. It is governed by a board of trustees which includes business leaders, professionals and consumers and by advisory committees and task forces with responsibilities in specific subject areas. The AFB is funded by contributions from the general public, corporations, foundations, and governmental grants. Revenues from these sources and through investments are used to carry on research, to collect and disseminate information, and to advise and give counsel to more than 700 local, state, regional and national programs and organizations on matters related to helping and strengthening services to blind and visually impaired persons.

Within AFB the following departments carry out this mandate.

Talking Books

Under contract to the Library of Congress, Division for the Blind and Physically Handicapped, AFB records, produces and distributes more than 800 talking book titles in a year in its own modern and acoustically perfect recording studios. Since the inception of this program in 1934, the Foundation has produced more than 34,000,000 talking book records. The readers are well-known professional actors or occasionally the book's authors.

Library and Archives

The Foundation library, which contains one of the largest collections

of books and other print materials on blindness and visual impairment in the world, is open to the public and is accessible to visually impaired persons. It also lends materials through the mail to persons residing in the continental United States, prepares and distributes bibliographies and reading lists on various aspects of blindness.

All of the bibliographies and fact sheets on various aspects on blindness are available in print, tape and braille and are free to the public. The collection of materials are available to both the sighted and blind person with help from the librarians and a reading machine, the Kurzweil.

Since Helen Keller worked at AFB for many years, upon her death she left AFB all her letters and correspondence as well as many of the gifts she received throughout her travels around the world. The Helen Keller Archives are available to the public by appointment.

Technology

The American Foundation for the Blind (AFB) has for over 50 years included among its many services the design and modification of equipment for use by blind and visually impaired persons in work-related areas. Until recently most of such adaptations were uncomplicated. Now engineers in AFB's Technological Development Department are taking advantage of the availability of inexpensive microprocessors to lower one of the highest barriers to employment faced by blind and visually impaired persons - lack of immediate access to data presented visually, which means not only print, but also computer video screens, calculator displays, and digital displays on measuring instruments.

National consultants in rehabilitation and mobility, the technological information specialist, and a social researcher led projects to

evaluate a wide variety of both simple and complex devices. This year, in addition to the tactile graphics display, a full-page, paperless transitory, tactile graphic braille display—in other words, a computer terminal for blind people, the urine and blood glucose analyzer, a computerized travel aid, a folding cane, paper money identifier, and several small devices for everyday use, were evaluated and field tested.

In addition, the engineering staff spent considerable time helping the field become knowledgeable about technology by leading seminars and demonstrating products.

Consumer Products

More than 600 consumer aids and appliances that help blind and visually impaired persons to lead a more normal and independent life are made available at a non-profit price by the Foundation to blind persons throughout the world. These items include braille watches, canes, talking calculators, a syringe that allows a blind diabetic to administer his own insulin, to mention only a few.

These aids and appliances are made available through the mail, from individual orders, from local agencies, or in the Foundation's store at its New York City headquarters. Print and braille editions of the AFB's annual aids and appliance catalogue are provided free on request.

Social Research

Since tomorrow's programs and services for blind and visually impaired persons are dependent on today's research, the Social Research Department is a vital underpinning for program planning and services.

AFB provides demographic information, conducts studies on topics of concern to professionals and visually impaired persons, and gives consultation on research design and methods. Regular research seminars are held in various parts of the country throughout each year. To stimulate research by others, awards are given yearly to doctoral level candidates.

Publications, Films and Exhibits

AFB has available more than 150 separate publications that run the gamut from one-page or public education flyers to highly technical research monographs. A publication catalogue is available in print and braille free of charge. Some of the publications are:

JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS

The leading professional journal in the field, published continuously since 1907. This Journal is published 10 times a year in print and recorded editions and covers the latest research and practice in the field as well as describing new products and books, news and opinions.

THE DIRECTORY OF AGENCIES SERVING THE VISUALLY HANDICAPPED IN THE UNITED STATES which includes a Low Vision Clinics listing being updated this year. This directory is the primary information and referral tool in the field.

AFB NEWSLETTER

Provides information on AFB activities, products and programs and is available to anyone free of charge.

FILM & SLIDE TAPE PRESENTATIONS

Audio-visual materials are available for professionals and corporations to use as public education tools as well as for in service training in special education employment and gerontology. Ideas on how to help parents and teachers of visually handicapped children as well as how to deal with blindness later on in life are only a few of the subjects covered.

Exhibits

Are provided for key meetings both within and outside the field of blindness. These create an opportunity to show professionals new publications and products and sensitize the public in general to the needs as well as potential of blind and low vision people.

The AFB Washington Office

Represents AFB and other Congress and other government agencies.

It assists in the development of federally assisted programs for blind and visually impaired persons and provides information on relevant governmental and legislative developments. A monthly Washington Report is printed in the Journal of Visual Impairment and Blindness.

The Washinton Office provides information to blind and visually impaired professionals on relevant legislation and other governmental matters, including sources of funds for program activities and serves as an information resource to members of Congress and their staffs on services to blind and visually impaired persons.

Regional Offices

Through the Regional and Community Consultants Department, the American Foundation for the Blind maintains a direct liaison with public and private institutions and agencies serving blind and visually impaired persons in the United States. In each of six regional offices strategically located across the country there is a two-person staff- a regional and a community consultant. The functions and goals of regional field service offices are related to the overall services of the Foundation.

The Regional offices are located in Chicago, Atlanta, Dallas, San Francisco, Washington and New York.

The regional consultants are generalist in their background with a strong emphasis on community organization skills. They assist agencies to work together in order to avoid duplication of services as well as improve existing services and develop new services where needs exist. They work closely with the community consultant who assist agencies in fund raising as well as developing regional networks and coalitions of individuals as support groups organized around critical service issues in the field of blindness. Both the regional and community consultant work closely with the national AFB office in New York especially as it relates to the activities of the National Consultants.

National Consultants

AFB's program staff of National Consultants in such areas as the preschool blind child, education, rehabilitation, independent living, employment, low vision, aging, recreation, orientation and mobility and radio information service provide consultation on specific problems and on the initiation of new programs for the field.

The National Consultants also stimulate staff development techniques by organizing and running institutes and conferences on specific subjects with the help of experts from across the country. They are also involved in curriculum development in both preservice and inservice, standard setting and parent self-help.

The national consultant staff helps the coordination for the three AFB advisory committees consisting of leaders in the field knowledgeable about

the needs of blind and low vision people in:

The Early Years,
The Working Years and
The Later Years.

The remaining national consultants work across all age groups of blind and visually impaired people and provide staff support in their areas of specialty for programs of the Foundation.

**CONTRIBUTIONS
TO THE**

CTEVH "GIFTS AND TRIBUTE FUNDS"

will be used to improve services to the visually impaired.

Make checks payable to: CTEVH, and mail them to:

CTEVH Gifts & Tributes
741 N. Vermont
Los Angeles, CA 90029

Donor's Name, Address, Zip _____

In honor of: _____

In Memory of: _____

Acknowledge to (Name, Address, Zip) _____

All contributions to CTEVH are tax-deductible.

CONFERENCE REPORTS

REPORTS FROM CONFERENCE XXIV (San Jose, 1983)

(Workshops Nos. 104, 105, 106, 107, 208, 209, 210, 305, 308, 406, 509 are reported here; other workshops will be reported in subsequent issues.)

HIGHLIGHTS OF BRAILLE MUSIC, Workshop #104

(Leader: Georgia Griffith, Music Braille Chairman, NBA; Panelist: Bettye Krolick, Music Resource Specialist)

After introducing our distinguished visitor, Mary De Garmo, each participant was asked to introduce himself and state his interest in braille music.

Two participants had not yet begun the course, three were already certified, and the others were at various places in the lessons.

We began by relating music to literary code, and then detailed explanations were given of fingering, octave signs, key and time signatures, repeats, in-accords, hand signs, alignment, nuances, and double bars. Simulated braille was used for all of this.

The questions asked were all for clarification of things that had been presented.

Bettye Krolick discussed various types of formats, and discussion then followed concerning the differences between braille and print music.

THE IMPORTANCE OF MASTERING BASIC SKILLS FOR VISUALLY HANDICAPPED STUDENTS, Workshop #105

(Leader: Phil Mangold, Resource Teacher for Visually Handicapped, Castro Valley)

Much of the time during this workshop was spent in sharing ideas concerning ways of teaching basic skills. The enthusiasm of the group indicated an interest in and a need for discussing a variety of teaching methods. Some of the subjects discussed were as follows:

1. Ways for teachers to organize student materials.
2. How to help students organize a notebook.
3. Ways of mainstreaming students.
4. When and when not to use the braille writer in the classroom.
5. The importance of recorders.
6. The desirable attributes of a portable typewriter.
7. Locks and lockers.
8. Mobility on campus and off.
9. The power of precision teaching methods.
10. The value of reading stands.
11. Methods of teaching spelling and typing.
12. How students can mainstream themselves.

OPTACON POTPOURRI - '83, Workshop #106

(Leader: Jackie Wheeler, North American Training Coordinator, Telesensory Systems, Inc.; Panelists: Joan Bliss, Itinerant Teacher of the Visually Impaired, Fremont Unified School District; Cheryl Campodonico, Teacher of the Visually Impaired, Santa Clara Unified School District; Dr. Benjamin Van Wagner, Teacher, Bethany Bible College; Associate Professor and Director of Handicapped Students, Cabrillo College)

The panel discussion focused on case studies, tips, tricks and materials for Optacon teachers. Each panelist discussed personal experiences and Optacon training background. The teachers' range of experiences included one to 10 years of Optacon teaching with one to 50 students.

Joan Bliss discussed her wide range of Optacon teaching including knowledge gained from teaching adults and children in a short term intensive special program. Her experiences have aided her in teaching her current 14 year old student. Joan believes that the typewriter attachment used with the Optacon is one of the most beneficial ways a high school student can use the Optacon. The typewriter with attachment is a great motivator for her student who takes great pride in doing things well. Joan also shared some excellent new scholastic books.

Cheryl Campodonico shared her experiences as an itinerant teacher and included a list of tips.

Cheryl agrees that motivation is critical to success and recommends assessing a student to find appropriate motivations. Cheryl individualizes awards for success (no matter how small). She issued a Driver's License for tracking for her student with tracking difficulties. Cheryl likes to leave the Optacon with her student so that independent practice can be accomplished. As an itinerant teacher, Cheryl's major recommendation is to be organized.

Ben van Wagner related a variety of teaching experiences with adults in a rehab situation and children and young adults in educational settings. Currently teaching science in a private school and teaching skills for visually handicapped students in a junior college, Ben offered many suggestions of techniques and materials. Ben also discussed teaching the use of the CRT lens, its purpose and practicality, in a rehabilitation setting.

THE MULTI-FACETED (Employed) TRANSCRIBER, Workshop #107

(Leaders: Cathy Rothhaupt and Elizabeth Schriefer, Braillists, San Juan Unified School District; Braille Transcribers, Sacramento North Area)

Workshop participants were asked to complete cards giving their job titles and other pertinent facts concerning their job descriptions, including salaries and other benefits. This proved to be ice-breaking as well as informative. Interesting data from the ensuing discussion disclosed that job descriptions are quite similar, but job titles are quite DISSIMILAR. A statement made about the discrepancies of job titles throughout the state resulted in an intense and lively discussion concerning how the employed transcriber feels about his/her position. There was a strong feeling that the word braille should be included in the title and there were several suggestions.

A B C's OF TAPE RECORDING, Workshop #208
(Leader: Chris Mackey, CTEVH Recording Specialist)

The basis of this workshop was the NBA Tape Recording Manual, Third Edition. Although this is not the only such manual which has been written, it is by far the best. There are, however, some parts which need modification, amplification, or change. These parts were gone over carefully with explanations of why the changes should be made. It was emphasized that the manual was written for those using open reel machines to make master tapes. More and more today, recording groups are using cassetts with great success. The reference section of the Manual is particularly good.

INSERVICE TRAINING FOR TEACHERS OF VISUALLY IMPAIRED CHILDREN, Workshop #209
(Leader: Joy R. Efron, Ed.D., Coordinator of Services, Frances Blend School, Los Angeles)

After introductions, Dr. Joy Efron briefly told us the agenda of the workshop, which would consist in part of: 1) a report of her research project regarding the effects of an inservice training program for resource and itinerant teachers, and 2) suggestions for conducting inservice presentations.

We then discussed the VH population, and how it was changing to a more multi-handicapped population, due to more survivors of prenatal disorders. The role of the VH teacher was also discussed, and how it was also changing, due to the more diverse VH population.

Joy then discussed her research project, and introduced Dr. Rosemarie Swallow of California State University, Los Angeles, who was the project consultant. Dr. Swallow was not a speaker, however. We received handouts pertinent to the study, including an abstract, a sample questionnaire, and a post-survey of teacher needs.

A question received from the floor was, "What part do you feel that personalities of VH and regular teachers play in the results?" Answer: It is difficult to tell from an objective survey, but it quite possibly did have some effect.

Another question: "Did you survey VH students?" Answer: No, we were not permitted to.

After discussion of the survey, the discussion turned to inservice training. Joy listed the nine topics covered in her training program, which ranged from legislation to ordering of materials.

Comments were not required in the survey, but Joy said that a great many teachers wrote them voluntarily. She read a sampling of comments from regular teachers regarding the services of VH teachers, both pro and con.

Joy then discussed the results of her survey, which had questions regarding expectations, counseling and guidance, facilitating acceptance, teaching methods and strategies, and background information. She commented on areas in which the teachers felt adequate and inadequate. She found that elementary teachers felt more positive than other groups about themselves. There was no significant difference between a teacher's rating of resource teachers vs. itinerant teachers.

Comparisons were then made with like positions within school districts. For example, Braillist denotes "one who brailles", and Typist denotes "one who types". Since Secretary indicates "one who has many duties other than typing", it was suggested that the name Braille Specialist would indicate "one who has many duties other than braille". This portion of the discussion ended with a motion being passed asserting that the title Braille Specialist be submitted by written ballot to employed transcribers throughout the state. The resulting chosen title will be included in the proposed changes of Title V Regulations of the State Education Code which will be presented to the State Board of Education in the fall. (Note: Since the conference, Fred Sinclair, Director, CDHS, has suggested an addition, making it Certified Braille Specialist.)

Variance in physical situations was shared and the differences were many. Some work in Resource Rooms, some in work centers, offices, and a few are even relegated to "cubby holes". All transcribers have ways of adapting to their surroundings, whether students are present on a regular basis or "in and out" of the room, or other type activities are taking place.

Many printed job descriptions were exchanged (with the gracious cooperation of one of the exhibitors of copy machines) and, as stated before, the actual job descriptions were found to be very similar in most respects. Other information revealed, in part, the following: Work Year - the largest percentage of those attending work a 10-month year, two work an 11-month year, and one a 9½-month year. Most present work a 30-hour week; a few 40-hour, one 35-hour, one 27½-hour and one a 20-hour week. Nearly all receive sick leave and vacation benefits, and most who responded are included in hospitalization and dental plans, with a few receiving vision plan benefits also.

Salaries range from a low of \$4.61 per hour to a high of \$9.75 per hour, so a wide divergence in salary was noted. This, of course, is primarily because of differing wage scales, depending upon the general financial condition of the school district. Some, however, were classified on the same scale as a classroom aide instead of that of secretaries. All felt they performed the duties of a secretary PLUS the added skill of both reading and transcribing braille.

Several role-playing situations were acted out by the two leaders. They involved circumstances that most transcribers have experienced or those with which they could readily identify.

An exchange of ideas took place relative to the particular problems facing most school transcribers. For example, difficulty in getting information, books, or test papers from teachers; obtaining "readable" dittoes or other type copies to be transcribed into braille or large type. Exchanges also took place regarding preferences, advantages and disadvantages of some of the new "ball" typewriters, both standard and portable, AND the newest copiers on the market.

We received an excellent handout with inservice suggestions, which contains sample inservice outlines, classroom suggestions, etc.

AMERICAN PRINTING HOUSE FOR THE BLIND AND CLEARINGHOUSE DEPOSITORY UPDATE,
Workshop #210

(Leader: Carl Lappin, American Printing House for the Blind; Panelists: Fred Sinclair, Clearinghouse Depository for Handicapped Students; Art Curtis, American Printing House for the Blind)

Mr. Sinclair reported on the 1983 California Quota registration and discussed the sharing of materials with other Media Centers around the country.

There was a discussion of the new textbooks that went into the schools during this current school year (Math), and of the Reading and Literature books for the 1983-84 school year.

The Special Allocation to schools for equipment was discussed briefly with the announcement that one full workshop session would be devoted to the Special Equipment Allocation.

On display for the workshop was the APH METRIC MEASUREMENT KIT and the AUDIO-TUTORIAL REFERENCE MATERIALS FOR BIOLOGY. New materials that are now available and some of the items now in the research stage were mentioned.

There was a full discussion of new school textbooks that will be available August 15, 1983, in all subject areas. Several of the Reading Series adopted by California are already available in braille and large type from APH.

The discussion revolved about minor revisions and changes of copyright date. Most of the Reading Series have very minor changes from the previous edition.

The PREPRIMER PATTERNS LIBRARY is available and was shown in the workshop.

All transcribers were urged to report textbooks to the Central Catalog.

Question:

When will the 1983 edition of the Central Catalog be available?

- A. June or July. Since copies have been leftover each year we may be required to get firm orders before printing. If so, we will write as soon as we know the cost and projected date.

Question:

How can I personally get the announcement?

- A. These go to the address listed for last year's purchase. If you are not getting the announcement, put your name on a list here at the table and we will send you an announcement.

INCREASING THE EFFECTIVENESS OF THE VISUALLY IMPAIRED IN SOCIAL RELATIONSHIPS,

Workshop #305

(Leaders: Dr. Rona Harrell, Regionalized Service Position, Los Angeles County Schools, and Felice Strauss, Teacher of the Visually Handicapped, Long Beach Unified School District)

The topic was chosen because of the lack of skills in social interactions (both observed and researched) of many blind and partially sighted individuals. The SSOCVI (Social Skills Observation Checklist for the Visually Impaired), developed to evaluate the interactions of visually impaired students both in and out of school, was distributed to those people attending the workshop. Background information dealing with public and parental attitudes toward the visually impaired as well as other factors contributing to deficits in social competence were presented. Issues such as overprotection, denial, self-concept, stereo-typing, prejudice, and misconceptions were discussed. Causes for delayed social competence were looked at sequentially from infancy to adolescence. Specific behavior modification techniques to be used in and out of the classroom were then provided. These included group activities such as discussions and role playing as well as an individualized social skills program incorporating self-contracts, assignments, and helpful ideas. Topics covered included friendships, conversations, compliments, meeting people, active listening, dating, dancing, and parties. Focus was then shifted to reducing discomfort in sighted peers. Theories including cognitive dissonance, stimulus novelty, and sanctioned staring were discussed. An affective/cognitive based program was outlined. This program utilized nonstereotypic visually impaired adult speakers, introduction to special equipment, and audio-visual materials. Mainstreaming and its effectiveness on a non-socially adjusted individual was discussed throughout the presentation. The "ideal program" was described which included parents participation and training, early intervention programs, a social skills training program, changing attitudes of the non-handicapped population, and the importance of other individuals such as the O and M instructor and the regular classroom teacher.

FROM PICTURES TO WORDS, Workshop #308

(Leader: Chris Mackey, CTEVH Recording Specialist; Panelists: Homan E. Leech, M.D., Recording for the Blind; Robert D. C. Carter, Aeronautical Engineer, Recording for the Blind; Betty Epstein, Tactile Illustrating Chairman, NBA; Robert Gowan, Teacher of the Visually Handicapped, San Mateo County Schools)

This workshop was well attended - in great part, by braillists. The panelists represented a number of disciplines which added greatly to the scope of the discussion.

A group of illustrations was handed out as examples of what might be met in taping or brailing text books. The panelists had been provided with a set of these examples beforehand and some of them were described. After the descriptions were made, there was a discussion by everyone about some of them. Most particularly the problem of making a good raised line drawing to represent three dimensional figures was discussed. It seemed to be the feeling of one of the users of such material that word descriptions were preferable to line drawings. One such drawing was submitted and discussed at length.

HOW GOVERNMENT WORKS AND WHAT YOU NEED TO KNOW TO MAKE IT WORK FOR YOU!, Workshop #406 (Leader: Bruce Harrell, Chairperson - Joint Action Committee of Organizations of and Serving the Visually Handicapped; Panelists: Dr. Phil Hatlen, Professor of Special Education, San Francisco State University; Jack Hazekamp, Consultant - Office of Special Education, California State Department of Education; Dr. Alan Sadowsky, Community Consultant, American Foundation for the Blind)

This workshop offered those attending a very meaningful introduction to the governmental process at all levels as it pertains to special education. Teachers, consumers, parents, or other interested individuals concerned about making a difference in the laws and regulations which affect the education of visually impaired students were offered reasons and methods to be motivated, organized, and to participate in the democratic system from the IEP to getting laws passed.

Bruce Harrell introduced the workshop. He noted that democracy is designed to represent the will of the majority, and, therefore, explained that the American government does not work for the benefit of its citizens without their participation and input, and that our public servants must be educated as to the needs and abilities of the visually impaired and professionals. Without that input, decisions have been, and will continue to be based on inaccurate and inadequate information. Bruce concluded by stating that because of our combined failure to educate them, our representatives in government, for the past few years, have made decisions adversely affecting the rights and opportunities of the visually impaired in general, and special education in particular.

Although not scheduled to be a panelist, Dr. Alan Sadowsky of the American Foundation for the Blind graciously agreed to make a presentation in which he identified the key elements of creating and maintaining motivation and of becoming effective within an organization and as an individual. He encouraged people to stay informed, to utilize the benefits of the organizations to which they belong, and to meet their responsibility to their organization by exercising their rights in the decision-making process. Bruce commented that it is very important for members to let their organizations' leadership know what their needs, concerns, and priorities are. Finally, Alan talked about the value and effectiveness of organizations cooperating with each other as to the dissemination of information, legislative action, and other projects benefiting the visually impaired and professionals.

Dr. Phil Hatlen gave a fascinating account of the changes that have occurred in special education programs of California during the past 25 years. Using the phrase, "Remember when . . ." he compared the pre-Master Plan (SB 1870 effective in 1980) to the reality of de-categorization for funding, delabeling, and local control of funds and programs created by the Master Plan for Special Education. He identified the erosion of special education programs for the visually impaired, such as the elimination of a limit on caseloads and class sizes for teacher-pupil ratios and the elimination of the Special Blind Allowance which had provided over \$1100 per blind child to purchase equipment and materials, orientation and mobility, and transcriber services. Phil next relayed his perception as to the ethical role of the professional, commenting that the job is more than a paycheck and the profession more than a job and that professionals have an ethical duty to act as advocates for the visually impaired individuals they serve. Bruce commented that without advocacy, the visually handicapped would become impaired by the lack of services, rights, and opportunities, and not the disability, and added that he is concerned that there will be fewer independent and self-sufficient blind adults in the foreseeable future.

Jack Hazekamp, substituting for Paul Hinkle, from the Department of Education, explained how the State Department of Education works and the various groups that give input on special education laws and regulations. He described the Education Code which contains all of the laws passed pertaining to education and the Title V Regulations which expound upon the laws and give interpretations of the education laws. The roles of the State Board of Education and the Commission on Special Education in forming policy were described. Jack gave samples of laws from the Ed. Code and Title V Regulations for the participants to take with them. He then identified the roles of the different departments within the Department of Education, such as the Service, Delivery, and Compliance Unit, which stimulated much discussion as many teachers were unaware of their rights to file complaints with the Department when they see violations occurring in a school district. The complaint vehicle is also available for parents. The role of organizations such as AEVH in filing complaints on behalf of teachers anonymously was also identified. Jack went on to describe the Quality Program Review Unit and the Policy Services Unit among others. He briefly mentioned the role of the Department in developing the Guidelines mandated in AB 2652 for visually handicapped programs. These Guidelines should be available by September for use by parents, teachers, and administrators.

A valuable handout was given to the workshop participants which contained information on how a bill becomes a law, the budget process, how to write to your legislator, the names and addresses of all the state legislators, how to lobby effectively for a bill, etc.

LARGE TYPE MATERIALS - GETTING BETTER AND BETTER, Workshop #509

(Leader: Marian Wickham, CTEVH Large Type Specialist; Panelists: Rhani Bunker, Curriculum Frameworks and Instructional Materials Section, State Department of Education; Rodney Schuman, Taylor-Made Office Systems)

Rhani Bunker's presentation gave a summary of the adoption process for braille and large type texts. Packets containing information on the process, list of Instructional Materials Display Centers, Social Content Evaluation Standards, Educational Code sections pertaining to the adoption process, and order forms for braille and large type texts (1983-84) were given participants.

Questions directed to Rhani concerning large type texts included: Why are so many texts printed in pastels, often with another pastel background? These are hard for regular students to read and impossible to copy/enlarge. Many reading texts have a wide variety of size and type-styles within one text. Is there some way to encourage publishers to use clear, bold, uniform type within a text? Why are fractions often reduced in size to fit within one letter-space making them so tiny they can't be read easily? To enlarge the page so that the student can read the fraction, the surrounding print is huge.

Rhani stated that all large type workbooks are consumable even though it does not note that on the order form.

On the subject of old texts: these may be donated if in good shape to non-profit organizations according to regulations set up in the state education code. If texts are damaged beyond repair, they may be discarded.

The state is aware of the need to produce lighter and smaller-sized texts for the younger students. Soft-cover texts are less expensive to produce and lighter in weight, but do not shelve well.

Rod Schuman's presentation covered the copier/enlarger industry--its growth and what we can hope to see in production for our use in the near future. The new machines have a cadmium sulfide drum which allows the copying of shades of blue. Future machines will probably have selective enlargements--not just the 120 or 127% now available. Toner-developers will be combined, or possibly eliminated entirely. Machines will have fewer parts and will probably copy in color.

Those of us with copier/enlargers which will not pick up the color blue well can get a plastic sheet (pale yellow designated K-2) to place over our blue masters to get them to copy better. Also, grids with tiny white lines can be placed over dark areas to get them to copy better. These have from 65-85 lines per inch and are available in art supply shops. The quality of the paper used greatly affects the results you will get. A smooth-surfaced paper produces the best copy. Fuzzy paper can actually damage the machine.

Rod gave the formula for figuring the cost of copying--which will differ with the amount of copies made per month and the amount paid for paper, toner, and service contract.

Pictures in the materials copied affect the amount of toner used--one quarter-page photograph uses about the same amount of toner as 40 to 60 typed pages. If you are copying materials with black borders or dark areas not necessary to the copy, it is best to cut away these dark areas--saves toner.

Overhead transparencies make great masters and produce sharp copies. The newer copier/enlargers can produce good transparencies or copies on braille or heavy papers using the single-sheet bypass attachment. Never try to copy onto colored art papers--too fuzzy and will harm the machine.

The workshop leader distributed brochures on large type typewriters: Facit, Smith-Corona, Olympia and gave the address for the firm in Los Angeles that adapts the IBM to large type: California Retyping Co., 9129 Lurline Avenue, Chatsworth, CA 91311 (213) 882-3151.

Brochures of large type publishers distributed: C. K. Hall, Ulverscroft, Stanwix, Thorndike.

The Naperville method of re-inking typewriter ribbons and Smith-Corona cartridges was explained. It works well--and will make nylon ribbons produce dark, bold, heavy type. (If interested, write the L.T. Specialist.)

EXECUTIVE BOARD 1983-84

President: LEAH MORRIS 3928 Sunny Oak Rd., Sherman Oaks 91403
Vice-President: ROBERT DODGE 65 Linaria Way, Menlo Park 94025
Secretary: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS 152 Hamilton Ct., Los Altos 94022
C. ROBERT CALHOUN 6404 Linda Vista Rd., San Diego 92111
BOB ELFORD 4097 39th Ave., Oakland 94619
JIM FISHER 760 E. Robinwood, Fresno 93710
LIL GARDNER 7046 Park Manor Ave., North Hollywood 91605
LYNNE LANEY-MILO P.O.Box 995, Georgetown 95634
JOAN S. LEVY 339 Loma Media Rd., Santa Barbara 93103
MAUREEN REARDON 114 Peony Ct., Fremont 94538
CATHY ROTHHAUPT 2424 Roslyn Way, Sacramento 95825
JANE O'CONNOR VERHAGE 741 N. Vermont Ave., Los Angeles 90029
BILLIE ANNA ZIEKE 2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR (Ex-Officio) 721 Capitol Mall, Sacramento 95814

CTEVH SPECIALISTS

BRAILLE

Literary: NORMA L. SCHECTER (714) 536-9666
8432 Northport Dr., Huntington Beach 92646
ELIZABETH SCHRIEFER (916) 486-9242
751 El Encino Ave., Sacramento 95825
Mathematics: JOYCE VAN TUYL (415) 962-9494
854 Jordan Ave., Apt. E., Los Altos 94022
Music: ELINORE SAVAGE (619) 328-8003
350 Andora Way, Cathedral City 92234
Tactile Illustration: JANE CORCORAN (415) 851-2122
400 Old La Honda Rd., Woodside 94062
Textbook Format (H.S. & over) ELIZABETH C. SMITH (415) 592-4982
and Foreign Language 1290 Notre Dame Ave., Belmont 94022
Textbook Format BILLIE ANNA ZIEKE (714) 776-6754
(Kindergarten - 8th Gr.) 2115 W. Judith Lane, Anaheim 92804

LARGE TYPE AND ENLARGED DRAWING

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015

RECORDING

LESLIE BURKHARDT (213) 663-1111
Braille Institute
741 No. Vermont, Los Angeles 90029

Awards Chairperson: EVELYN FALK

Historian: DONNA COFFEE

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues \$8.00: New ☐ Renewal ☐ Life Membership (\$150) ☐. Check payable to CTEVH.

NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____.

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVENUE
LOS ANGELES, CA 90029

L I F E M E M B E R S

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Lillian S. Gardner
William Gerrey

Georgia Griffith
Alice Harwood
Russell M. Kirby
Rose Kelber
Bernard Krebs
Mabelle McMahon
Miriam Nelson
Evelyn B. Olgiati

Barbara Rubin
Norma Schechter
Virginia Shibue
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 ETHEL SCHUMAN
1965-67 CLAIRE KIRKPATRICK
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR

1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN &
KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

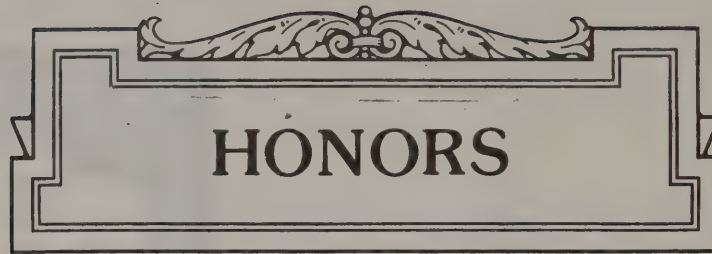
MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!



THE CALIFORNIA TRANSCRIBER

FALL 1983



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

NANCY CHURCHILL Laguna Hills Transcribers, Inc.
ARLINE MORRISON Sixth District, California PTA Braille Transcription Project, San Jose

IDA BEER, Los Angeles
ANN BRUSH, Davis
LONA CURTIS, Westminster
WINIFRED DOWNING, San Francisco
DEBORAH L. FRIEDERICHS, Fremont
IRIS B. RIDEOUT, San Diego
(From UPDATE)

MUSIC BRAILLE

ROBERT W. EGO, Long Beach

COMMUNITY RECOGNITION

LOU ELLA BLESSUM of SAN FERNANDO VALLEY BRAILLE TRANSCRIBERS GUILD was honored at the Annual Volunteers Tea for Braille Transcribers held at the Hollywood Palladium. She was named **Volunteer Transcriber of the Year**. Lou Ella brailled over 7,000 braille pages!



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

FALL 1983

VOLUME XXVI, No. 3

INSIDE STORY

President's Message	79
Meet the Board	79
Krebs Project Successful	80
Fire	Fred L. Sinclair 80
New Volunteers Who Produce Books	81

GENERALLY SPEAKING

New Math Diagram Guidelines	82
Kurzweil Honored	83
New Catalog of Large Print Books	83

SACRAMENTO FILE

Report from CDHS	Fred L. Sinclair 84
Capital Corner	Staff, State Dept. of Education 86

NEWS OF GROUPS

News of Groups	87
New Officers/Addresses	88
Braille Transcribing Classes	88
Interesting Transcriptions	89

OUR SPECIALISTS SAY

A Line is a Line—Or is it?	Norma L. Schecter 91
Hi, One and All	Betty Schriefer 92
Large Type	Marian Wickham 92
The Keystroke Indicator	Joyce Van Tuyl 93
From Our Listeners	Leslie Burkhardt 95
Tactile Illustrations	Jane Corcoran 96

CONFERENCE REPORTS

Computer Notation Problems, #203	Joyce Van Tuyl	97
Nemeth Beginner, #303	Joyce Van Tuyl	97
Transcribers Coping With Teachers and Vice Versa, #309		
	Marian Wickham	98
Out of Sight, #311	Barbara Mandriques and Clarice Manhardt	99
Better Braille to Delight the Fingers, #402	Norma L. Schecter	100
Nemeth Rap A, #403	Joyce Van Tuyl	100
Nemeth Rap b, #503	Joyce Van Tuyl	101
Functional Vision Skills and the Learning Disabled Child, #508		
	Laurie R. Chaikin	101

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: BETTI THOMAS

BRAILLE TRANSCRIPTION: DORIS PONTAC

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

EDITORIAL BOARD: BETTY SCHRIEFER, BARBARA BLATT RUBIN

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

©1983 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

INSIDE STORY

PRESIDENT'S MESSAGE

It is written that each issue of THE CALIFORNIA TRANSCRIBER shall include a Message from the President. So be it! But these lazy, hot, summer days are not conducive to writing unless there is a plethora of information to pass along. So, just a few comments this time.

I look forward to each TCT and read it from cover to cover. Although some of the information in the articles is unfamiliar to me, I do glean some knowledge from each of them. Also, it's a way to become aware of the people who are or have been involved with the visually handicapped. I was deeply moved by the tributes to Katie N. Sibert in our last issue, and from the notes we have received from her many friends and colleagues recalling her dedication and compassion, I feel I missed knowing a beautiful human being.

Our Board will be meeting in October in San Diego at the site of our next conference. At that time, along with the many reports and discussions, Bob Calhoun, Conference Chairman, will up-date us on the progress of his committees.

Hope you all enjoyed the summer.

Leah Morris



MEET THE BOARD

LIL GARDNER

I was asked to write a short "bio" and that is what this is going to be. A writer I am not.

I was born and reared in Cleveland, Ohio. Thirty years ago, together with my husband and two very young sons, I migrated to California - a move we have never regretted.

Along with homemaking and mothering, my days included several volunteer projects: PTA, Cub Scout Den Mother, Cub Scout Den Mother Chairman, and a few charitable causes.

Eighteen years ago braille came into my life and THAT was IT! I don't know who has enjoyed it or felt more fulfilled, the braille reader or myself. I hope it's the braille reader.

Upon completion of the Transcribing Course, I became a member of the San Fernando Valley Transcribers Guild and served as Textbook Assignment Chairman which gave me a wide experience in transcribing. I just finished a four-year stint as President of this group. During this time I also became certified in the Literary and Nemeth Braille Codes.

Since joining CTEVH in the late sixties, I've attended every conference, with one exception, and served on the Arrangements Committee of three of them in Los Angeles.

In October 1981 I was appointed Membership Chairperson of CTEVH and was elected to the Board in March 1982.

I am a brailist for the Los Angeles Unified School District and belong to NBA and AEFB.

Although there are obligations to my husband, home, family, and job, I will ALWAYS find time for BRAILLE.

KREBS PROJECT SUCCESSFUL

As most of you know, in 1982 CTEVH made an agreement with Bernard Krebs to develop (with Mr. Krebs' help) an ADDENDUM to the TRANSCRIBER'S GUIDE TO ENGLISH BRAILLE (the "Green Krebs") and an ADDENDUM to the LESSONS IN BRAILLE TRANSCRIBING. Further, we agreed to disseminate both ADDENDUMs and both books through the Book Store of Braille Institute, and to re-issue each title as supplies are spent. To this latter end, Bernard and his wife, Naomi, generously have devoted their royalties from the sale of the books.

Quite obviously, CTEVH has performed a needed service under this agreement. To date, a total of nearly 1,000 copies of books and addendums have been sold. Because of the Krebs' contribution, we have sufficient funds to issue a new GUIDE, with modification from the ADDENDUM printed in place.

The new edition will be issued this fall in loose-leaf form, with each page dated so that future amendments can be easily inserted and noted.

The success of this project is due to the hard work and generous spirit of Bernard Krebs, Norma Schechter, and her committee: Lou Ella Blessum, Evelyn Falk, Carol Morrison, Ether Schuman, and Billie Anna Zieke. As President of CTEVH, Leah Morris has been responsible for all formal business negotiations, and without her persistence and patience, the project may well have foundered. Braille Institute, through Chris Musella and the staff of the Book Store, has once again provided CTEVH with its very considerable support.

FIRE

As many of you already know, fire, the transcriber's nightmare, has demolished the office and workroom of the North Branch of The Sixth District PTA Braille Transcription Project in Los Altos. The fire, started by a careless smoker in the room next door, was confined to that wing of the building, so new (but smaller) space in the same building has already been made available to the group.

Among the rubble were found the charred and melted remains of boxes of braille paper; globs of fused Brailon; written records, logs, and orders of books from schools; progress reports; and all office supplies. The total furnishings and equipment in the room were burned: tables, chairs, shelving, desk, cabinets, two Thermoform machines, three typewriters, 30 braille writers, paper cutter, file cabinet, three binding machines (one new) and on and on and on.

Joyce Van Tuyl, Chairperson of the group, reports that some addresses of clients were retrieved with tongs from one of the office binders, but most were lost. Lost,

too, were braille masters of some 175 titles, totaling 53,000 braille pages. Most of these were current textbooks, many of them math texts for advanced levels with countless tactile illustrations. The loss of literally thousands of hours of expert, highly technical work by the volunteers in this group is a staggering, catastrophic blow to education in California.

Fortunately, much help has already been supplied by their sister group, Sixth District PTA, San Jose Branch. Supplies and some basic equipment have been loaned by the San Jose group, as well as by CDHS and other friends. Individual transcribers and groups have volunteered to help re-braille the lost masters, but guild members are brailleing their fingers to the bone. In fact, Joyce says, "They'll soon be brailleing their bones to the bone."

A large problem facing the group is re-establishing contact with the many students and others for whom work was underway. Those people should write the guild immediately at P.O. Box 326, Los Altos,

CA 94022. It would also be very helpful if clients or agencies for whom the group had recently done transcriptions would contact Joyce so that some of their Brailon copies could be returned to help in re-transcribing paper masters.

I know all our hearts go out to the members of the group in the wake of this disaster and that we all wish them new found hope and spirit as they face the demanding days ahead. We invite them to ask for help in re-establishing their highly productive operation.

CA 94022. It would also be very helpful if clients or agencies for whom the group had recently done transcriptions would contact Joyce so that some of their Brailon copies could be returned to help in re-transcribing paper masters.

I know all our hearts go out to the members of the group in the wake of this disaster and that we all wish them new-found hope and spirit as they face the demanding days ahead. We invite them to ask for help in re-establishing their highly productive operation.

Fred L. Sinclair

NEW VOLUNTEERS WHO PRODUCE BOOKS

The next edition of VOLUNTEERS WHO PRODUCE BOOKS is scheduled for publication in 1983. This directory will include information about active volunteer groups throughout the United States who are engaged in the production of braille, recorded, and large-type reading materials. Services such as duplicating and binding will also be listed.

Groups listed in the current edition should have received a questionnaire by now. A prompt response to this questionnaire will assure inclusion in the directory. Any group that failed to receive a questionnaire or that has questions about the directory should contact Mrs. Freddie Peaco, Volunteer/Consumer Specialist, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542. Mrs. Peaco can also be reached by toll-free telephone at 800-424-8567.

GENERALLY SPEAKING

NEW MATH DIAGRAM GUIDELINES

The Braille Authority of North America (BANA) announces the publication of GUIDELINES FOR MATHEMATICAL DIAGRAMS (GMD). This document is in two volumes. The first volume describes techniques, tools and supplies for creating tactile drawing to be used by blind students and professionals in the field of mathematics. The second volume applies the techniques to a variety of examples of mathematical diagrams. It contains print and braille pages.

The techniques in GMD are as comprehensive and exhaustive as possible, deemed the most effective and practicable for the hand transcriber to execute with a minimum amount of training practice and special supplies. The techniques are designed primarily for those with a thorough knowledge of Grade 2 English braille and the Nemeth braille code for mathematics and science notation, 1972 revision.

The preliminary research for and a draft of this first edition of GUIDELINES FOR MATHEMATICAL DIAGRAMS were carried out by a committee whose members were braille mathematics and mathematical diagram specialists, educators and braille readers. The committee operated under the direction of the special education department of Florida State University at Tallahassee. FSU obtained funding for this project under a Federal Grant from what is now the Office of Special Education and Rehabilitative Services of the U.S. Department of Education.

On the termination of the three-year grant, the FSU committee's product passed to BANA. The BANA Mathematics Technical Committee completed GMD, disseminated the revision to the field—transcribers, teachers and users, made further revisions, and submitted the two volume document for approval of the BANA Board. This approval was given on April 28, 1983, with the effective date set as October 1, 1983. "Effective date" means the transcriptions requiring tactile diagrams begun on or after October 1, 1983, would use GUIDELINES FOR MATHEMATICAL DIAGRAMS

as a resource document.

The Braille Authority of North America is a voluntary, not-for-profit organization established to promote and facilitate the use, teaching and production of braille. Pursuant to this purpose, BANA will promulgate rules, make interpretations and render opinions pertaining to all provisions of literary and technical braille codes, and related forms and formats of embossed materials now in existence or to be developed in the future for the use of blind persons, in those countries served by BANA (currently Canada, New Zealand, and the United States).

Printing, embossing and distribution of GMD have been undertaken by the National Braille Association, Inc. NBA is a national organization uniting the efforts of volunteers and professional workers serving visually handicapped persons to develop, provide and coordinate volunteer services in the production and distribution of reading materials in braille and other special media.

Cost is \$9.50 for the two-volume document. Postage and handling is an additional \$1.00 for orders mailed to U.S. and Canadian destinations, and \$2.00 to destinations in all other countries.

Orders for copies of GUIDELINES and questions or comments about printing or brailing of the material should be addressed to:

National Braille Association
Braille Materials Production
422 Clinton Avenue South
Rochester, N.Y. 14620

Payment must be in U.S. currency.

Questions and comments about the content of GUIDELINES FOR MATHEMATICAL DIAGRAMS should be addressed to:

Chairman
Braille Authority of North America
c/o American Council of the Blind,
Registered Agent
1211 Connecticut Avenue, N.W.,
Suite 506
Washington, D.C. 20036

KURZWEIL HONORED

Raymond C. Kurzweil, founder and chairperson of Kurzweil Computer Products, Inc., is the recipient of the 1983 Francis Joseph Campbell Citation. The award was presented June 26 at the Association of Specialized and Cooperative Library Agencies (ASCLA) Awards Reception during the American Library Association (ALA) 102nd Annual Conference in Los Angeles.

Consisting of a citation and a medal, the honor is awarded annually "to a person who has made an outstanding contribution to the advancement of library service to the blind and physically handicapped." It is donated and administered by the Library Service to the Blind and Physically Handicapped Section of ASCLA.

Kurzweil is the inventor of the only character recognition system capable of reading virtually any printed text. This system has led to development of two machines that have revolutionized reading for thousands of visually handicapped persons. The Kurzweil Reading Machine, introduced in 1976, provides automatic, direct translation of ordinary printed material into full-word English speech; the Kurzweil Print-to-Braille Machine is the only fully automated braille production system.

Since 1965, when at the age of seventeen he was the first prize winner in Electronics and Communications at the International Science Fair, Kurzweil has made many innovative contributions to computer technology. His data entry machine converts printed matter to digital form for data base creation, and he also has developed advanced music systems and office products.

Among his many honors and awards, the National Federation of the Blind of Massachusetts named Kurzweil Employer of the Year in 1978, and he was the national winner in a Personal Computing to Aid the Handicapped National Search sponsored by John Hopkins University and the National Science Foundation in 1981.

NEW CATALOG OF LARGE PRINT BOOKS

Benefiting thousands of large print book readers, the prison inmates at Sierra Conservation Center in Jamestown, California, expertly handled the large and complex task of printing a LARGE PRINT BOOKS catalog for Cooperative Senior Outreach, 49-99 Cooperative Library System/Central Association of Libraries. This cooperative effort was made possible through L.G. Monville, Supervisor of Education, and Dennis Ward, Prison Librarian, at Sierra Conservation Center. Preparation of the catalog was done in Stockton, 65 miles from the prison. With only written directions for guidance and using antiquated equipment, the inmates completed the catalog which was 221 reams of paper. The printing job was made more complex through the use of three colors of paper which highlight different sections of the catalog. The prisoners followed the directions exactly and produced a beautiful, clean, high quality product. Contributing to the cooperative effort was San Joaquin Delta College Library which bound the catalog in a spiral binding and Wells Fargo Bank which contributed generously to the costs of the paper for the catalog.

The catalog includes 4,000 entries and is printed in large type. Preparation of the catalog was done through a Library Services and Construction Act grant awarded to help improve library services for the 86,000 seniors in the 49-99 C.L.S./C.A.L. seven-county service area. A special benefit to the cooperative effort is that the catalog was printed in sufficient quantity to allow volunteers who serve the homebound in the 49-99 C.L.S./C.A.L. service area to lend the catalog to their patrons. Use of the catalog will provide the home bound large print readers the opportunity to select their own reading material.

A limited number of the LARGE PRINT BOOKS catalogs is available for purchase by check for \$20.00 made payable to 49/99 Cooperative Library System/CAL. The price includes the cost of postage. Please include a mailing label if possible. Send your request and check to:

49/99 Cooperative Library System/CAL
Senior Outreach, Janet Kase
605 N. El Dorado Street
Stockton, California 95202

SACRAMENTO FILE

REPORT FROM CDHS

ALOCT UPDATE

A LIST OF CALIFORNIA TRANSCRIBERS is currently being updated. Transcriber organizations have received copies of the pages from the 1982 edition which list their staff, addresses, specialists, and other pertinent information, with the request that the chairman indicate and report changes back to CDHS no later than September 23. CDHS staff plan to receive and process changes and new information with our Word Processing Unit for production of the new master during late September. We anticipate having the 1983 edition available for distribution to school personnel and transcriber organizations late in October. I invite members of CTEVH to report to me names of new groups which have been formed since the printing of the 1982 edition so that contacts can be made and new groups can be included in the latest edition of ALOCT.

NEW MTL CATALOG

For the first time since 1980 a whole new Master Tape Library Catalog is being produced. Budget problems, while still with us, have been (temporarily) set aside and the new CATALOG should be in the mail by early October.

The format of the CATALOG has been changed with this edition. There are now three sections: Textbooks and Non-Fiction, Fiction, and Biography. Each section lists titles alphabetically, as always, with complete information in each entry. Fiction and Biography have been separated from the main Textbook . . . section to make it easier for (and hence encourage) teachers to browse for supplementary materials for students.

Also available soon (on request) will be lists of titles organized by subject matter and grade level. For example: titles of all fiction books for 10th grade, English books for fifth grade, science books for seventh

grade. Check the introductory pages of the new catalog for a list of subjects.

MTL staff, especially Dorothy Joe, Norm Burnside, and Ron Burke have put in many long and tedious hours to prepare the new catalog. All of them agree, however, that if it will help teachers order new recorded materials for their students, all their hard work will have been worthwhile.

Teachers, NOTE: If you have ordered materials or requested a CATALOG within the past 12 months, you will automatically receive a new CATALOG. If you have not received yours by early November, write and request one.

FEDERAL QUOTA ORDER DEADLINE: SEPTEMBER 19, 1983

In a letter dated July 5, 1983, Dr. Carson Y. Nolan, President, APH, announced that because many states have not encumbered their full quota allotments for the current Federal fiscal year (October 1, 1982, through September 30, 1983), balances will again revert to the American Printing House for reassignment after September 30, 1983. So that any unencumbered balance in the account established for your school system will not be lost, I urge you to place orders for needed items with my office no later than September 19, 1983. My staff will need time to process your orders, and time is needed at the Printing House for receiving and processing your order. Although Dr. Nolan indicates a cutoff date of September 30, the actual date will be several days before the end of the Federal fiscal year.

My deadline of September 19 will allow ample time for processing orders and assure California of no loss in quota. Please note that any unencumbered balance remaining in the account established for your school system after this deadline will be automatically assigned to other school districts.

ANNUAL REGISTRATION OF VH STUDENTS

Forms for the annual registration of visually handicapped children and youth in all special and regular classes, preschool through grade 12, of California schools during January of 1984 have been updated and disseminated by CDHS staff. They have been sent to all superintendents of schools to allow for the reporting of newly enrolled students, as well as to those school personnel previously reporting students for the registration this past January. Registration forms have been sent to this latter group in quantities reflecting the number of students previously reported.

The registration packets are dated September 8, 1983. The early mailing will enable school personnel to obtain parental permission for CDHS to relay information to the Printing House for the Federal Quota Program, as well as to plan ahead with parents on obtaining new eye reports from eye specialists for those students who will have had new examinations since last January. I trust that this announcement will help school personnel be prepared to receive these materials and begin completing essential information through the fall. The registration information must be returned to CDHS during the first two weeks of January, not before. The public law requires reporting on the basis of student enrollment as of the first Monday in January.

TEXTBOOK ADOPTIONS, READING AND LITERATURE

Three series of textbooks in reading and one in literature adopted by the State Board of Education for distribution to schools this fall in braille include the GINN READING PROGRAM, copyright 1982, grades 1-8, the Harcourt Brace Jovanovich BOOKMARK READING PROGRAM: Eagle Edition, copyright 1983, grades 1-8, and the Macmillan SERIES R, copyright 1983, grades 1-8, as well as the workbooks and reading skills books to accompany these texts, the literature series offered in braille is the Harcourt Brace Jovanovich: ODYSSEY, copyright 1982, grades 1-7. These series only among the many state adoptions in these subjects are being offered in braille through the Curriculum Frameworks and Instructional Materials Unit. School Personnel should have already received and processed

their requisitions with the department for their books.

Teachers and their students will be pleased to know that all of these are currently in production at the American Printing House. They will be further pleased to know that prior to the commitment of the Printing House to produce these books, many of our volunteers have already begun hand transcriptions of the books. Subsequently, the problems caused by often occurring production lags and delays in delivery of new adoptions should be reduced. Teachers will be able to order first volumes of books not yet off the APH presses from volunteer organizations through the CDHS or directly from sources. Those volunteer organizations who hold master copies to these books include Braille Section/Associated Lions Clubs, Braille Services Guild, Foundation for Blind Children in Scottsdale, Arizona, Peninsula Braille Transcribers Guild, Petaluma Braille Transcribers, Sixth District California State P.T.A. Braille Transcription Project, North Branch, and the Transcribing Mariners. CDHS is now negotiating with these volunteers for backup copies as needed.

A special project of CDHS this spring was to negotiate with the Printing House and with trustees of other states and the Curriculum Frameworks Unit for the production of the braille plates for the HBJ Literature ODYSSEY series. These plates alone cost \$37,175.00. Cooperative arrangements were made to utilize federal quota allocations at twelve state agencies supplemented by state funds to defray costs of these plates. We in California are especially pleased to have other state agencies cooperate with us in contributing quota toward this project, and we extend our appreciation to the trustees of those agencies listed below for their generous contribution: Colorado Department of Education, Florida Instructional Materials Center for the Visually Handicapped, Michigan Department of Education, Minnesota Department of Education, The Meyer Center/New Jersey Commission for the Blind and Visually Impaired, New Mexico School for the Visually Impaired, New York State Department of Education, Ohio Resource Center for Low Incidence & Severely Handicapped, Pennsylvania Department of Education, Texas Education Agency, and

California School for the Blind.

FLASH!!

Just in time for the opening of school rush, we finally got approval to appoint Dorothy Joe to the position of secretary to Dr. Connor. "DJ", as we call her, has worked half-time as MTL Librarian for some eight years, and to our great relief and gratitude has agreed to work full-time. Welcome, DJ.

Fred L. Sinclair, Director
Clearinghouse Depository
for Handicapped Students

CAPITAL CORNER

Another school year has begun . . . What has been happening in the state legislature and in the State Department of Education that may be expected to affect the education of visually impaired individuals? Perhaps, three items should be mentioned:

First, the long-awaited guidelines for providing specialized services to pupils with low incidence disabilities (mandated in E.C. 56136) are scheduled to be given to Special Education Local Plan Area directors on September 15, then to Cal-Case and SEACO memberships,

for their study and response. These guidelines have been developed in cooperation with representatives of various programs. Within 45 days from September 15, the Office of Special Education will have received any suggestions and will have made any necessary revisions. The guidelines will then be sent to the publishers for editing and printing. A publication date will be announced later.

S.B. 813, the Hughes Hart Educational Reform Act, will be implemented in accordance with the timetable specified in the law. The implications for programs for visually handicapped students are not clear at this time, but we will keep you informed as developments arise.

The Office of Special Education will release Policy Statement SE-15 very soon, perhaps before you read this, dealing with the recently implemented eligibility criteria. The major thrust of the statement reiterates state mandates that the determination as to eligibility for special education and related services, is made by the IEP team; and that the pupil is entitled to receive all special education services which are considered necessary by the IEP team who will base their decision upon the required assessment report.

STAFF, State Department of Education

TREASURER, CTEVH. 741 N. VERMONT, LOS ANGELES, CA 90029

Please add the enclosed contribution to the KATIE N. SIBERT
MEMORIAL FUND.

(Name)

(Street)

(City, State, Zip)

NEWS OF GROUPS

NEWS OF GROUPS

It's the SAME GROUP at the SAME PLACE but the name is different! The new name is **BRAILLE TRANSCRIBERS OF HUMBOLDT** (formerly Humboldt Braille Transcribers).

BETTY SCHRIEFER of **BRAILLE TRANSCRIBERS, SACRAMENTO NORTH AREA**, has retired as "Professional Transcriber" (did they ever decide on a name?) of San Juan Unified School District, Carmichael. Betty was a surprised honored guest at the June pot luck luncheon of BTSNA. A "Memory Book" was given to her in which each volunteer member entered her picture with a personal message. Although Betty has retired from her 8-hour, 5-day routine, she has NOT RETIRED from NBA, she has NOT RETIRED from CTEVH, she has NOT RETIRED from BTSNA, she has NOT RETIRED ETC. Betty will be teaching braille transcribing classes and perhaps she may be persuaded to braille a volume or two in her spare time!

GOLDEN GATE BRAILLE TRANSCRIBERS, INC., are kept busy brailleing for the California School for the Blind in Fremont.

CLOVER FOX of **LAGUNA HILLS TRANSCRIBERS** is doing raised-line drawings and is showing a great talent for that!

HELEN and **BEN KOEHLER** of **LUTHERAN BRAILLE WORKERS, INC.** have been chosen to attend the United Bible Societies' Conference in Frankfurt, Germany. As Lutheran Braille Workers are the largest producers of Bible Braille, their attendance at the conference on production and formats is very important. There are now 15,500 volunteers and 171 centers of Lutheran Braille Workers. Helen and Ben will have interesting news for us in a subsequent issue of TCT.

MONTEREY COUNTY BRAILLE TRANSCRIBERS, INC., are busy transcribing

a Spanish text, ADVENTURAS LITERARIAS, for Solano Community College. Also, they were recipients of three electric brailers donated by the local chapter of the United Volunteers.

Over 12 years ago, **OAKMONT VISUAL AIDS WORKSHOP** started as a small group of people to assist local teachers with aids that they had time to make and the teachers did not. Since then the Oakmont group has grown to the point whereby they spread the State of California's name around the world. Success stories with children, as a result of using the Oakmont aids, give the group of "retired but not asleep" volunteers their rewards. They are still doing business at the same address and welcome hearing from any teacher needing help.

PETALUMA BRAILLE TRANSCRIBERS have worked all summer enlarging textbook materials!

SAN GABRIEL VALLEY BRAILLE GUILD no longer offers to type large print.

On August 10, 1983, fire destroyed the North Branch (Los Altos) of **SIXTH DISTRICT, CALIFORNIA PTA, BRAILLE TRANSCRIPTION PROJECT**. All groups and those associated with CTEVH know what a terrible loss this is to **JOYCE VAN TUYL** and all the volunteers in Los Altos and San Jose. These are nightmares dreaded by all groups who transcribe such precious materials. (NOTE: See story, this issue.)

TRANSCRIBERS OF ORANGE COUNTY call themselves a "dull bunch" — but how can that be when for the third year they are doing textbooks for a school for the handicapped in Mexico and none of the volunteers speaks a word of Spanish! However, the students did well in both 4th and 5th grades and the volunteers hope they will do as well with the 6th grade math, social and natural sciences, a Spanish grammar, and book of stories and poems being transcribed

presently. They say it is challenging and fun, and in the math and science books they have to do a certain amount of illustrating. Dull bunch, huh?

HERBERT BRANN of **TRANSCRIBING MARINERS** shares with you this helpful suggestion:

"CONSUMABLES? NO PROBLEM.

When called upon to braille consumable books, forget the three-hole punch and elastic band techniques. With standard braille paper, use thirty-eight cells, counting from the extreme right. This leaves a left-hand margin of about one and one-half inches. Then, using a wooden straight edge, a neoprene rubber pad and a spur wheel, score the left-hand side about one inch in from the edge of the paper. This leaves plenty of room for binding and enables the blind reader to tear out one page at a time and braille the answers to questions.

"Instructions to the blind reader should be included in the preliminary pages. The simple instructions should tell him how to identify the tear-out sheet (feel a scored line near the binding), crease the page along the scored line, return the page to its first position and then tear the page out of the volume."

VOLUNTEERS OF VACAVILLE's program offers both tape transcription and duplication services. Their library currently contains over 2,200 books on tape. Clients can write for ink-print catalog or tap catalog, providing the type and play-back speed of the recorder to be used. Their address is P. O. Box 670, Vacaville 95696-0670.

NEW OFFICERS/ADDRESSES

Laguna Hills Transcribers

President:	Thomas C. Chewning 375-B Avenida Castilla Laguna Hills, Ca 92653 (714) 859-0564
1st Vice-President:	Marjorie Bregar
2nd Vice-President:	Edith Ward
Secretary:	Clover Fox
Treasurer:	Dot (Mabelle) McMahon

Recording for the Blind, Inc. - Santa Barbara

Secretary:	Mrs. Richard F. Ayres 1712 Anacapa St. Santa Barbara, CA 93105 (805) 569-2680
------------	--

Volunteers of Vacaville

Project Coordinator:	M. John Sklut (Not W. John Sklut)
----------------------	--------------------------------------

BRAILLE TRANSCRIBING CLASSES

Anaheim:

Beginning September 14, 1983, on Wednesdays from 6:30 to 9:30 p.m., at Braille Institute, 527 N. Dale Avenue, Anaheim 92801, with instructor Diana Burkhardt. The class is connected with Cypress College, not sponsored by Braille Institute although their facilities are being used. For further information contact Diana at the same address or telephone (714) 821-5000.

Carmichael:

Beginning September 20, 1983, on Tuesday and Thursday from 9:00 to 11:30 a.m., at Starr King Exceptional School, 4848

Cottage Way, Carmichael 95608, with instructor Betty Schriefer. For further information, telephone Betty at (916) 486-9242 or call Wanda Cope at (916) 944-3927.

Castro Valley:

Continuous classes with instructor Dorothy Vallerger, 15361 Norton Street, San Leandro 94579; for further information, telephone Dorothy at (415) 352-0522.

Eureka:

Ongoing classes every Friday from 10:00 to 11:30 a.m. For further information contact Braille Transcribers of Humboldt (formerly Humboldt Braille Transcribers) at Box 6363, Eureka 95501. Location of class is #10 West 7th Street, Eureka.

Petaluma:

Beginning September 15, 1983, on Thursday from 9:30 a.m. to 12:00 noon, at McKinley School, Petaluma, with instructor Freda Z. King; for further information contact Phyllis Deaton, 1459 Magnolia Avenue, Petaluma 94952 or telephone Phyllis at (707) 664-1430.

San Francisco:

Beginning September 20, 1983, on Tuesday from 8:30 a.m. to 2:30 p.m., at Francis Scott Key School, Rm. 19, 1530 43rd Avenue, San Francisco 94122, with instructor Hilda Isles; for further information contact Hilda at 1390 Market St., Apt. 2624, San Francisco 94102 or telephone her at (415) 621-1933.

San Jose:

Beginning September 15, 1983, on Thursday from 9:30 a.m. to 12:00 noon at 101 North Bascom Avenue, San Jose 95128, with instructor Bea Bowers; for further information contact the Sixth District PTA Braille Project, same address, or telephone (408) 298-4468.

Walnut Creek:

No date, time, or place has been established by instructor Betty Osborne; for further information please contact Betty at 2116 Youngs Court, Walnut Creek 94596 or telephone her at (415) 937-5173 or (415) 934-4730.

INTERESTING TRANSCRIPTIONS

BRILLE INSTITUTE, PRESS DEPARTMENT

741 North Vermont Ave.
Los Angeles, CA 90029

SEARS' CRAFTSMAN MOTOR HANDBOOK,
by Sears (Braille, 1 volume)

SEARS' CRAFTSMAN 10-INCH BENCH
SAW, by Sears (Braille, 1 volume)

THE PERKINS BRAILLER (INSTRUCTIONS
AND REPAIR), by Howe Press (Braille,
3 volumes)

THE ONE HUNDRED DOLLAR
MISUNDERSTANDING, by Robert Gover,
c. 1961 (Braille, 4 volumes)

THE LOS ANGELES TIMES COOKBOOK,
by Betsy Balsley, Editor, c. 1981 (Braille,
23 volumes)

LAGUNA HILLS TRANSCRIBERS

(Order from Braille Institute)

BIOLOGY THE SCIENCE OF LIFE, by
Wallace, King, and Sanders, c. 1981 (Braille,
73 volumes)

GRAMMAR OF THE ENGLISH LANGUAGE:
PARTS OF SPEECH, by George O. Curme,
c. 1962 (Braille)

PETALUMA BRAILLE TRANSCRIBERS

1459 Magnolia Ave.
Petaluma, CA 94952

CREATED FOR COMMITMENT, by A.
Wetherell Johnson, c. 1982 (Braille, 6
volumes; may be purchased for cost of
Thermoform and binding)

SAN FERNANDO VALLEY BRAILLE
TRANSCRIBERS GUILD
7046 Park Manor
North Hollywood, CA 91605
HBJ MATHEMATICS #5, by May, Frye,
and Jacobs, c. 1981 (Braille; may be purchased)

SAN GABRIEL VALLEY BRAILLE GUILD
Box 255
Covina, CA 91722

HAVE IT YOUR WAY, by Vicki E. Walton,
c. 1976 (Braille)

SIXTH DISTRICT, CALIFORNIA STATE PTA
BRAILLE TRANSCRIPTION PROJECT
101 North Bascom Ave.
San Jose, CA 95128

COOKING WITHOUT YOUR SALT SHAKER,
by American Heart Association, c. 1978
(Braille; may be purchased or Brailon
exchange)

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Mrs. Elizabeth Schriefer, Awards Chairperson
751 El Encino Way
Sacramento, California 95825

My check in the amount of _____ payable to CTEVH is enclosed for pin _____ charm _____. (The cost of a 10K gold pin or charm is \$25.50, including postage and handling. Gold-filled pins may be purchased for \$10.50 each.)

Name (Mr.) (Mrs.) (Miss) (Ms.) _____

Address (including Zip) _____

Guild or Affiliation _____

BRAILLE (Library of Congress Certification required)

Literary braille pages. _____
Nemeth braille pages _____ times 5/4 equals _____
Music braille pages _____ times 5/4 equals _____
TOTAL braille pages (Qualifying: 5000 pages) _____

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours). _____

LARGE TYPE PAGES (Qualifying: 10,000 pages). _____

SPECIAL SERVICE HOURS (Qualifying: 1000 hours) _____
(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each pupil successfully completing a braille transcribing course, with proportionate hours credited for a pupil who does not complete a course.)

Verifying signature of
Group Chairperson or Administrator _____

OUR SPECIALISTS SAY

A LINE IS A LINE IS A LINE — OR IS IT???

How can you tell whether a horizontal line in print means a hyphen, a dash, or a double dash? Well . . .

In print, we are accustomed to ignoring the specific grammatical significance of a horizontal line, whether we are readers or writers or typists.

In braille, however it is a critical decision, as each of the three signs LOOKS DIFFERENT in braille, and FOLLOWS DIFFERENT RULES.

First, the hyphen. Its function in life is to be a joiner. It is used to join the two parts of a hyphenated compound word, like self-evident. It is also used to show a disjoined hyphenated compound like:
A five- or six-lane road.

The hyphen is still serving as a joiner when it's used at the end of line, since it joins a divided (or broken) part of a word to its continuation at the beginning of the next line.

It is usually - but not always! - printed as a short line that is joined to its word or words. Don't be lulled into accepting length and spacing as proof that it's a hyphen, though; be sure it is functioning as a joiner.

Next, the dash. This is usually—but not always—printed as a longer solid line. It can—of course - also show up as two consecutive hyphens, particularly in typed materials, either joined to or spaced from the words surrounding it; or - increasingly common nowadays - looking just like a hyphen with a space before and after it. But don't be fooled by its looks.

The function of a dash is generally to serve as a thought separator. Some authors, in parenthetical material, will separate it with commas, as I have done in this sentence. Others (depending on their personal preference) may opt for parentheses. Still others—seeking the very same effect—may show a fondness

for dashes. Get the picture? A thought separator.

The dash is always the 2-cell sign, dots 3-6, 3-6, in braille.

When it occurs in the middle of a sentence, in the middle of a braille line, it must be joined to the preceding and following word.

John⁴my favorite buddy²is swell.

(or even if printed as:

John⁴-my favorite buddy²-is swell.)

The dash may either begin or end the braille line, as:

John⁴-my favorite buddy²-
is swell.

John
-my favorite buddy²-³is swell.

What we cannot do in braille is put a dash all by itself, not joining anything. This might occur when the dash is used in its other meaning, as the pause at the end of an incomplete sentence. For example, if our spacing would lead us to try to braille:

~~Oh, golly, have you really considered
- Perhaps you'd better² Or, well²-~~

That's a no-no. You must have at least one syllable for the dash to attach itself to, so the above would have to be brailled:

Oh, golly, have you really considered²
- Perhaps you'd better² Or,

The double dash, four cells of 3-6, 3-6, 3-6, has one and only one function and it has nothing to do with how long the printer has made the line. The double-dash represents one single omitted word. A pretty good test for recognizing the double-dash is to read the sentence aloud, and you'll have

an irresistible impulse to say the word "blank" where it occurs. For instance:

Did you see Countess — riding in the park with the Duke of —?

Remember that the double-dash must be spaced and punctuated as if it were a word, so the first double-dash will have a space before and after it; the second one will be : space, double-dash, question mark, space.

An occasional review of "baby-beginner stuff" is a good idea; we learn these rules in our very first weeks as students, and sometimes they get misplaced in our memories amid the huge quantities of contractions, format rules, etc.

Another workshop Review Question will be taken up in a future issue of TCT.

Norma L. Schecter
CTEVH Literary
Braille Co-Specialist

HI, ONE AND ALL

Once again I've donned a new CTEVH hat. With Norma standing nearby one can practically absorb the facts and tid-bits from her ... perhaps singly, or together we can "beam" some helpful information to you.

I thought the phrase "resting and recuperating after a busy conference" had such a satisfactory and assuasive sound when used in place of J. Van Tuyl's and J. Corcorans' ever-helpful columns in the summer TCT. Both ladies truly earned that recovering/recuperation after doing such a smashing job on our 24th annual conference.

In fact, I thought it was such a neat phrase, I was tempted to use it for this issue of TCT, but somehow "resting and recuperating after retiring" doesn't have quite the same force or significance!

It's true, I retired in June after over 20 years with San Juan Unified School District in Sacramento ... but when does the retirement begin?

Look for more such encouraging notes in future issues. . . .

Elizabeth (Betty) Schriefer
CTEVH Literary Braille
Co-Specialist

LARGE TYPE

Just a couple of items during this lovely, dig-in-the-garden vacation:

Over the last term V.H./ San Mateo County Schools enlarged almost all of the little Lippincott (c. 1976) Super Books, series I and II, to 18 and 24 point size—some of them to 30 point. Some of the series III have been done, also. If anyone needs to borrow these pre-primers, drop me a note. Our students will not need them next term, so we will gladly lend.

After years of struggling to transfer diagrams from ditto sheets to braille paper and then using a wheel to raise the design for blind students, I was stopped cold by one of our little girls. She said she could "see" the design just as well if I simply ran the wheel over the design (back to front) on the ditto paper itself. If the diagram is too pale to see through in order to trace from the back of the ditto, darken it with felt tip pen before wheeling. This really works for the kids—and saves a lot of time. Great for one-time-shot assignments.

Marian Wickham
CTEVH Large Type
Specialist

THE KEYSTROKE INDICATOR

Here is an officially adopted addition to the Nemeth Code.

Note that this relates to the Nemeth Code **ONLY** and has nothing to do with Computer Code.

This was effective June 1, 1983.

Add to Rule I, Braille indicators: Shape Indicators listing as a sub-entry to Interior Shape-Modification (page 6):

"Keystroke (limited to use with calculator and computer related text.)"



Add to Rule XVI Shapes: listing as a sub-entry to Interior Shape-Modification Indicator (page 110): the same insert noted for Rule I above. Then add a new "d." to Section III.:

When, and only when, a shape with interior modification depicts a labeled calculator or computer key within instructional text, it must be represented in the contracted form employing the keystroke indicator.



The key label (what is shown printed on the key) will immediately follow the keystroke indicator. Then the termination indicator follows the key label without a space.

The shape of the key is irrelevant. The actual shape(s) used in a particular text should be specified on the Transcriber's Notes page.

No keystroke construction may be divided between braille lines.

When there is a sequence of keystroke constructions, the rules for preferred division of mathematical expressions do not apply; do not drop to a new line because the symbol on the key is a sign of comparison. If it is possible, duplicate the print lines when such lines are arranged in a logical sequence.

No contractions may be used in a word, part of a word, or an abbreviation in contact with this indicator whether capitalized, italicized, both, or neither.

No space may be left between keystroke constructions and other similar constructions or mathematical symbols in a sequence of related calculations. Arrows contained in the labels on the keys should not be spaced from the material to which they apply.*

*Add this paragraph also to Section 115 Spacing with Symbols of Shape as a new "e" (page 118).

On the following page are some examples employing this new indicator.

CHANGE IN RULE REGARDING USE/NON-USE OF NUMERIC INDICATOR

This is also an official BANA-adopted rule, effective June 1, 1983.

Rule II, Section 16, Numericals in Diagrams (page 18): Change the first sentence to read:

In diagrams which contain numeric labels, the numeric indicator must be used except for the numeric labels on number lines, in which case the numeric indicator should be omitted.

Note that this applies **ONLY** to number lines, not to Cartesian coordinate axes.

Joyce Van Tuyl
CTEVH BRAILLE
MATHEMATICS SPECIALIST

(2 x 3 + 4) x 5 =

.....

n x P ((1 - (1 + i %)) y x
n + / - () ÷ i % () y x 1 + / - - P =

(This is a displayed expression.)

.....

2 . 75 x y . 34 + / - =

.....

ENTER↑

.....

FROM OUR LISTENERS:
REINFORCING FOUNDATION SKILLS
OF EFFECTIVE NARRATION

In September 1982, Braille Institute recording volunteers put together a cassette of sample readings to be listened to by Braille Institute's Library Advisory Committee. The two page sample, which contained selections from a history text, a novel and a book of poetry, primarily focused on the narrators' use of fundamental skills of oral interpretation. Eight committee members, all of whom were regular library users, heard the cassettes and prepared an evaluation for each of the narrators. Preferences varied enormously from listener to listener, but some general trends appeared. The comments have been lumped together here to give a composite picture of the narrator qualities our listeners tended to most appreciate.

One of the items frequently commented on when listeners evaluated individual narrators was PACE. A bright, upbeat pace was generally preferred. Slow, careful readers tended to be regarded as more expressive, but harder to pay attention to. Too fast a pace, though, tended to sound "hurried" as if the narrator were "reading ahead of himself" with regards to understanding the material. Overall, with variation allowed for the type of material being read, and the audience it was written for, a lively pace seemed to be the most appreciated.

The most frequent compliment as to VOICE QUALITY was "strong and clear." This comment was not necessarily reserved for big, bassy male voices. Indeed, some women came across very favorably in this category through effective use of voice projection and enunciation. Regional speech mannerisms can also influence voice quality. Being born in Van Nuys, I was shocked when I realized that when Easterners refer to a "California whine", they aren't always talking about the grapes in Napa County! Fortunately, voice quality doesn't solely depend on "god-given pipes" and background; it can be developed and improved right along with all the other skills of oral interpretation.

SOUND QUALITY was affected by more than voice. Listeners considered background noise from some readers to be enough of a distraction to make note of it in their evaluations. The microphone can be more sensitive than the human ear to restless shifting, paper rustling, bumps, and taps. Pay close attention to sound quality when proofreading. Remember that if you pick up mouth noises, pops and breathiness in your voice, moving the mike further away can reduce some of this. Conversely, if your voice sounds hollow, moving the mike closer can sometimes help. A critical appraisal of all the sounds you hear on a tape can greatly benefit sound quality.

INTERPRETATION was another important factor in listener understanding and enjoyment. Subtle use of phrasing, inflection and emphasis to convey meaning and express emotion was a valued narrator attribute. Notice the word "subtle" in that sentence, though. Skillful attention to narration style was greatly appreciated, but a too heavy use of emphasis and inflection tended to obscure the sense of the book behind the voice of the narrator. With regards to phrasing, most listeners preferred a smooth flow of words over choppy, abbreviated phrasing. A need for improved breath control was often mentioned when choppy phrasing was a distraction. Overall, effective interpretation depended on the careful balancing of many different elements of narration.

A surprising number of PRONUNCIATION errors were noted in the evaluation. Though many people constantly use the dictionary to look up definitions and spelling, the pronunciation key is probably much less frequently referred to than one might realize. Proper use of dictionary diacritics is a unique skill to be developed by the narrator.

Narrators were also praised for injecting INTEREST and ENTHUSIASM into their reading. Since a narrator's reading preferences and reading assignments rarely seem to coincide, this compliment is often dearly earned; it is all too easy for indifference or even negative bias to creep in "between the lines" of a reading. A simple awareness and compensation for this tendency can effectively counterbalance the problem.

An overall appreciation of the qualities listed above can be of great benefit to the production of recorded transcriptions. For those of you who might want to delve further into improving narration skills, a bibliography of books and periodicals on oral interpretation has been compiled by Jacquelyn Hickey, Library of Congress Quality Assurance Specialist. I'd be happy to pass along a copy of this list if you would include a self-addressed, stamped envelope along with your request.

Leslie Burkhardt
CTEVH Recording Specialist

TACTILE ILLUSTRATIONS

Elsewhere in this issue is exciting news of the publication of the BANA-approved GUIDELINES FOR MATHEMATICAL DIAGRAMMS (GMD). These Guidelines speak to practically every type of mathematical illustration (K-College) and not only discuss theory and reasons for doing drawings in a particular way, but contain a supplement with over twenty brailled and embossed examples.

This is the first time that a manual on tactile illustrations has had BANA approval and those of us who do this type of work hope that the availability of the GMD will encourage more transcribers to try their hands at tactile illustrations.

Jane M. Corcoran
CTEVH Tactile
Illustration Specialist

CONFERENCE REPORTS

REPORTS FROM CONFERENCE XXIV (San Jose, 1983)

(Workshop Nos. 203, 303, 309, 311, 402, 403, 508 are reported here; other workshops will be reported in subsequent issues.)

COMPUTER NOTATION PROBLEMS, Workshop 203 (Leader: Joyce Van Tuyl, Braille Mathematics Specialist)

This workshop consisted of suggested transcriptions of material encountered in computer texts to which the Provisional Computer Code does not speak.

A common presentation in such texts is a program interspersed with author's comments about each line of the program. Sometimes these are blocked to the right of the program; sometimes they are "squeezed" into margins, and arrows lead to the applicable program lines. The suggestion was made that the author's comments be blocked in cell 5 following the program line to which the comments apply. An explanation of this technique on the Transcriber's Notes page is required. If the comments apply to an entire program, it was suggested that they be blocked in cell 5 after the completion of the entire program.

Another presentation common in computer texts is a table, with one column showing mathematical notation, and a second column showing computer notation. Often, the columns are too long to allow for tabular presentation in braille. It is suggested that the computer notation be placed in cell 1, with the corresponding mathematical notation (employing Nemeth Code indicators) blocked in cell 3 following each example of computer notation. In this same regard, exercises often show mathematical notation, which the student is required to rewrite in computer notation. It was emphasized that the problem numbers should be done in computer code, and Nemeth Code indicators employed to show the mathematical notation.

Also shown were portions of flow charts, and a suggested braille presentation of iteration boxes in flow charts.

Rules of the Provisional Computer Code which were brought to the attention of the participants included the requirement that a figure label be centered on line 25, and that, if a program is too long for one braille page and must be run over to a second braille page, no text may be continued on that runover page. If a short program can be contained on one braille page, text may be continued on that page.

NEMETH BEGINNER, Workshop 303 (Leader: Joyce Van Tuyl, Braille Mathematics Specialist)

The following topics were discussed and illustrated:

Use and non-use of contractions

It was emphasized that different rules regarding the use/non-use of contractions apply to different groups of contractions to specific situations. For example, no contractions may be used in a word, a part of a word or abbreviation immediately preceding or following a sign of comparison. However, only specific contractions are forbidden adjacent to signs of grouping. Various groups of contractions and situations were illustrated.

Use and non-use of the English letter indicator, particularly as single letters appear within grouping signs along with other material. The necessity of determining whether an expression is or is not an enclosed list was pointed out, for the purpose of deciding whether to use or not use the English letter indicator.

Emphasis was placed on the rule that a hyphenated expression, one part of which is mathematical, may not be divided between braille lines.

A discussion of level indicators emphasized that all level indicators are relative to the base line.

Participants were admonished that the first rule of dividing mathematical expressions is that they are NOT to be divided if at all possible, even if this means leaving 40 blank cells on a line. Illustrations of the most desired place of division were discussed.

Proper format for itemized material, both with and without subdivisions, was illustrated.

TRANSCRIBERS COPING WITH TEACHERS AND VICE-VERSA, Workshop 309
(Leader: Marian Wickham, Large Type Specialist)

This very informal workshop included general discussion, helpful suggestions, and comparisons of procedures which affect teacher/transcriber relationships.

WORK SITE: Transcriber in resource room, in same plant as resource room, or receiving materials coming in from itinerant teachers.

WORK LOAD: Students—mostly braille readers, large type readers, regular ink-print readers; aide in classroom to aid in collating and distributing materials; ordering of materials by teacher and/or transcriber.

LOCATION OF EQUIPMENT; PICK UP AND DELIVERY OF MATERIALS: Materials sent to transcriber by mail, brought in by itinerant teachers, priority in transcription of resource room or itinerant teacher's materials; enlarger/copier and thermoform machine on site—if not, turn around time in getting materials back to students; telephone available for quick changes in need of students.

LOCATION OF SUPERVISORS: On site or elsewhere—how much responsibility must teacher/transcriber take in scheduling time with students, preparation of materials, ordering/procuring supplies, storing/packing/shipping of books. To whom is teacher/transcriber directly responsible?

COOPERATION WITH CLASSROOM TEACHERS: Methods of gaining cooperation with classroom teachers—adequate lesson plans so that large type or braille materials can be properly transcribed. how to allocate time for materials needed for the classroom teacher who can/will not provide lesson plans and/or materials to be copied on time, how handle pale/fuzzy/ragged dittos from classroom teachers? Ascertain district policy: Supervisor contact classroom teacher, resource teacher contact classroom teacher, or transcriber allowed to contact classroom teacher directly?

EDITING AND CHANGING MATERIALS TO MEET BRAILLE FORMAT:

Does resource teacher have time to do so, is transcriber capable and willing to edit workbook, ditto, other materials? How much help received from classroom teacher on materials to be used—maps, charts, pictures? How much detail should be transcribed? Is teacher in classroom using a great deal of blackboard explanation or overhead projector diagrams—try to give as much information as possible in braille or large-type transcription.

INTERLINING/OVERWRITING OR TYPE STUDENTS BRAILLED NOTES: Use whatever method works best—some classroom teachers prefer materials typed for their ease in correcting and grading—some prefer that resource teacher/transcriber interline the braille copy. Some resource teachers insist that students type their own papers—some not.

OTHER RESOURCES AVAILABLE: Can resource teacher call upon a braille guild or agency to tape materials quickly? Turn around time in getting materials back to students?

PRECEDENTS: Change in administration, teacher, transcriber. Need for flexibility and sensitivity to needs of students and staff in any "gear-changing" situation.

STUDENTS' SOCIAL NEEDS: How can staff best fill students' social needs (fun field trips, parties, class projects) when there are so many academic needs? How find time for all activities? Rap sessions in classroom helpful, build up students' self-esteem, help students develop hobbies to interest peers: music, debate, theatre, swimming, wrestling, weight-lifting, arts.

JOB SPECS: School staff should not expect transcriber to take hall/lunch duties or "baby-sit" classrooms—it is illegal for classified personnel to do so. Administration should not expect resource teachers to do hours of braille at home nor should transcribers be expected to do other classroom chores and complete braille transcription at home.

CONCLUSIONS: Each program and each work situation is individual and must be handled flexibly and cooperatively. Our students needs are our first priority.

OUT OF SIGHT, Workshop 3II

(Leaders: Barbara Mandriques and Clarice Manshardt)

PART A: Barbara Mandriques, Executive Director, welcomed participants to the Santa Clara Valley Blind Center. She stressed that it is an independent, non-profit, private organization and does not use one penny of tax payers' money. Everyone involved with the Center, except the Director, is a volunteer.

Age-wise our program participants range from 30s to the 90s.

Metropolitan Adult Education Programs provides us with the best craft teacher in the valley two days a week. They are currently getting acquainted with our new ceramics class. We have a braille tutor who has spent half her life teaching blind students. Our Living Skills instructor leads discussions on style, grooming, problems our people face. We have volunteers help with make-up. Miss Manshardt shares her love of music and leads a dancing, exercise class. She helps our people show others how to become acceptable sighted guides. Many of her hours are donated as a counselor for newly blind, their families and friends. She also teaches basic cane travel.

We also have square dancing, chess club, Stroke club, quilting, macrame, birthday and other parties for which Girl Scouts make favors. We take field trips and attend the Civic Light Operas and Symphony—especially the "Pops" events. If a member of our family wants instruction in something we don't have, we go into the community and get a volunteer.

PART B: DISCUSSION GROUP SUMMARY

To illuminate the shared problems of geriatric and school-age blind, reactions to two questions were posed to our own adult blind group. Their responses subsequently were used as the launching point for the discussion of the group.

The first question asked what services and problems were seen as most paramount in programs for school-age blind. In order of priority the following responses were given: To provide as nearly as possible the same experiences for the blind as afforded the sighted; to conquer the tendency toward over-protection; to recognize that there will inevitably be higher expectations. It was further felt that any school setting should provide a basic and viable training in braille. Also public school mainstreaming was strongly supported, con-comittant with a belief the State School program had great value for many school-age blind. A combination of these modes of schooling was suggested. Emphasis was placed on the critical need for mobility training as an essential part of independence for greater self-esteem.

The second question asked what services as an adult blind person do you see as most essential. The group responses included four major areas. Independence through basic and (where physically possible) advanced orientation and mobility training. The support of a sharing and caring group which shares the same concerns. The need for each person to be sensitive to the trauma and grief that follows the initial loss of sight. The group strongly expressed the recognition that they must continually try to understand and endure the attitudes of the sighted about blindness.

A brief discussion followed which centered chiefly upon the members of the group sharing their own concerns and also sharing a recognition of the need to evaluate their own feelings about blindness as a basis for dealing with behavior and attitudes of those they serve.

Further there was a strong interest in the support groups for the blind community available at the Blind Center.

BETTER BRAILLE TO DELIGHT THE FINGERS. LITERARY BRAILLE. Workshop 402

(Leader: Norma L. Schecter, Literary Braille Specialist; Panelists: Maxine B. Dorf, Head, Braille Codes Section, NLS/BPH, Library of Congress; Elizabeth Schreifer, Literary Braille Co-Specialist)

Worksheets were made available to participants the preceding evening, but only about a third of the participants were able to obtain them in advance.

The worksheets were completed, and discussed in great detail. Many points of literary braille were reviewed, including the use of the slash-mark at the end of the braille line, the use or non-use of contractions in acronyms, the difference between a stammer and a drawl, the use of contraction in dialect, and a review of the 1980 BANA Rules Changes, particularly as they affect the contractions "to", "into", and "by".

The group requested a fuller discussion in the pages of TCT of some of the review questions. (NOTE: The first one is presented in this issue - "A Line is a Line—or is it???")

NEMETH RAP A, Workshop 403

(Leader: Joyce Van Tuyl, Braille Mathematics Specialist)

Topics discussed and illustrated included the following:

The use of the general omission indicator when print uses a question mark.

The spacing of co-efficients with the parentetical expression (mod 3). Even though the expression (mod 3) is really a condition of what went before, Example 141(2) on page 142 of the code shows no space.

An unusual use of the division sign in a spatial problem. The suggestion was made to place the division sign right up next to the divisor, as is done with the multiplication cross in the inverse operation of multiplication.

The use and non-use of the English letter indicator, with particular attention to abbreviations.

The permitted technique of showing simple fractions spatially in a special situation. The particular illustration involved arrows drawn to show "cross multiplication".

Directed numbers - in particular the print custom of showing minus signs as left superscripts, and the determination of what quantity the minus sign applies to when confronted with a fraction bearing this left superscripted minus sign.

The use of type-form indicators; labeled and unlabeled statements.

NEMETH RAP B, Workshop 503

(Leader: Joyce Van Tuyl, Braille Mathematics Specialist)

This workshop focused on format - the preferred placement of the braille on the page.

Itemized material, both with and without subdivisions, was discussed. In particular, it was pointed out that the following examples from AN INTRODUCTION TO BRAILLE MATHEMATICS were shown divided incorrectly or unnecessarily in that publication, due to the use of fewer than the standard 41 braille cells in the illustrations.

Page 235

Example (5) When the standard 41-cell braille line is used, only four braille lines are required to transcribe the example. The anchor and the first link of the mathematical expression fit on the third line, with the second link being placed on the fourth line. All required margins for itemized material are maintained.

Example (6) The subdivision a. will fit in its entirety on one braille line by placing the a. as shown in the example, but then dropping to a new line in cell 5 for the mathematical expression itself. Subdivision b. would be transcribed exactly as shown in the manual.

Also illustrated was the suggested technique for treating Example and Solution in the manner prescribed by Nemeth Code for theorems.

FUNCTIONAL VISION SKILLS AND THE LEARNING DISABLED CHILD, Workshop 508

(Leader: Laurie R. Chaikin, Occupational Therapist, Vision Therapy Group of San Jose)

The major theme of the workshop was that vision is affected by the affects of the total person. Examination and therapy of visual dysfunction, thus, should not be limited to the eye doctor but requires a variety of specialists using the team approach to maximize sensory integration and ultimately to assist in elimination or reduction of the eye problem. As an occupational therapist working with vision therapists, Ms. Chaikin defined the population she currently works with - children with normal acuity but who evidence reading and learning problems - and described her role.

Ms. Chaikin examines visual perception in relation to movement, auditory perception, tactile discrimination and proprioception. As screening tools, observation is considered the

most important by this occupational therapist. Years of working with children who have experienced various forms of visual dysfunction have lead her to accept the reliability of observation as a learned skill. Various testing tools are also employed which examine the visual, tactile, proprioceptive, and vestibular senses. Some of the tools were explained.

An excellent slide presentation assisted in supporting Ms. Chaikin's description of various methods of remediation. Specific areas of treatment and training techniques that were discussed involved accommodation, depth perception, and ocular-motor skills such as; tracking, saccades, convergence, eye-head and eye-hand coordination. As indicated by Ms. Chaikin, many of the training techniques presented could easily be adapted and employed within the classroom or home for the child with low vision.

Ms. Chaikin did emphasize that during therapy, the student or patient needed to be informed of what was being done and why it was being done. The student also should be aware of the appropriate response. Such knowledge, the presenter has found, encourages the student to incorporate the visual training techniques into his daily life.

Handout material included an outline of the presentation and an excellent bibliography of books on vision and sensory integration.

**CONTRIBUTIONS
TO THE**

CTEVH "GIFTS AND TRIBUTE FUNDS"

will be used to improve services to the visually impaired.

Make checks payable to: CTEVH, and mail them to:

CTEVH Gifts & Tributes
741 N. Vermont
Los Angeles, CA 90029

Donor's Name, Address, Zip _____

In honor of: _____

In Memory of: _____

Acknowledge to (Name, Address, Zip) _____

All contributions to CTEVH are tax-deductible.

ABOUT TCT SUPPLEMENTS...

Some TCT Supplements are still available in print, as indicated below. Prices given represent a suggested contribution to cover the cost of production and are not subject to sales tax. In order to defray the expense of handling (postage, etc.), a flat 75¢ charge is added to each order, regardless of size. Orders should be sent to:

TCT Mailing Chairman
741 N. Vermont Ave.
Los Angeles, CA 90029
(Make checks payable to CTEVH)

BOOKS ABOUT..., by Ruth Lowy; 1971

An extensive bibliography on visual problems, other impairments, eugenics, and social studies.

60¢

TRANSCRIBING LESSONS: DIACRITICS, by Norma Schechter; 1971

An introductory lesson on the brailing of glossaries and dictionaries.

30¢

SYLLABICATION IN FOUR OF THE ROMANCE LANGUAGES, by Betty Smith; 1972

Suggested aids for Latin, Italian, Spanish, and French; basic syllabication rules of these languages themselves. Useful both to transcribers and to language students.

25¢

DBPH PUBLICATIONS, by Norma Schechter and Helen McMoyler; 1973

A compilation and description of useful and interesting publications available from the Library of Congress DBPH. Indexed.

60¢

BOOKS FOR INDIVIDUALS WHO READ BRAILLE, LARGE TYPE, OR TAPE RECORDINGS, by Ruth Lowy and Fred Sinclair, 1968; Revised by Ruth Lowy and Fred Sinclair, 1973.

Procedures and services for those who must obtain their own transcribed reading matter.

75¢

HOW TO DO RAISED-LINE DRAWINGS, by Frances Rosenberg; 1974.

Clear, easy-to-follow instructions for the beginner in the field of Math illustrations in embossed form.

30¢

THE NBA MANUAL FOR LARGE TYPE TRANSCRIBING, RECONSIDERED, by Marian Wickham and Ruth Lowy; 1975. Some comments, thoughts, additional suggestions, corrections.

60¢

A CHECK LIST OF PHONETIC SYMBOLS, by Betty Smith; 1974

An easy "alphabetized" listing which makes it easier for the transcriber to locate and identify phonetic symbols and their braille equivalents.

30¢

EXECUTIVE BOARD 1983-84

President: LEAH MORRIS 3928 Sunny Oak Rd., Sherman Oaks 91403
Vice-President: ROBERT DODGE 65 Linaria Way, Menlo Park 94025
Secretary: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS 152 Hamilton Ct., Los Altos 94022
C. ROBERT CALHOUN 6404 Linda Vista Rd., San Diego 92111
BOB ELFORD 4097 39th Ave., Oakland 94619
JIM FISHER 760 E. Robinwood, Fresno 93710
LIL GARDNER 7046 Park Manor Ave., North Hollywood 91605
LYNNE LANEY-MILO P.O.Box 995, Georgetown 95634
JOAN S. LEVY 339 Loma Media Rd., Santa Barbara 93103
MAUREEN REARDON 114 Peony Ct., Fremont 94538
CATHY ROTHHAUPT 2424 Roslyn Way, Sacramento 95825
JANE O'CONNOR VERHAGE 741 N. Vermont Ave., Los Angeles 90029
BILLIE ANNA ZIEKE 2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR (Ex-Officio) 721 Capitol Mall, Sacramento 95814

CTEVH SPECIALISTS

BRAILLE

Literary: NORMA L. SCHECTER (714) 536-9666
8432 Northport Dr., Huntington Beach 92646
ELIZABETH SCHRIEFER (916) 486-9242
751 El Encino Ave., Sacramento 95825
Mathematics: JOYCE VAN TUYL (415) 962-9494
854 Jordan Ave., Apt. E., Los Altos 94022
Music: ELINORE SAVAGE (619) 328-8003
350 Andora Way, Cathedral City 92234
Tactile Illustration: JANE CORCORAN (415) 851-2122
400 Old La Honda Rd., Woodside 94062
Textbook Format (H.S. & over) ELIZABETH C. SMITH (415) 592-4982
and Foreign Language 1290 Notre Dame Ave., Belmont 94022
Textbook Format BILLIE ANNA ZIEKE (714) 776-6754
(Kindergarten - 8th Gr.) 2115 W. Judith Lane, Anaheim 92804

LARGE TYPE AND ENLARGED DRAWING

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015

RECORDING

LESLIE BURKHARDT (213) 663-1111
Braille Institute
741 No. Vermont, Los Angeles 90029

Awards Chairperson: EVELYN FALK

Historian: DONNA COFFEE

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues \$8.00: New ☐ Renewal ☐ Life Membership (\$150) ☐. Check payable to CTEVH.

NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____.

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVENUE
LOS ANGELES, CA 90029

L I F E M E M B E R S

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Lillian S. Gardner
William Gerrey

Georgia Griffith
Alice Harwood
Russell M. Kirbey
Rose Kelber
Bernard Krebs
Mabelle McMahon
Miriam Nelson
Evelyn B. Olgiati

Barbara Rubin
Norma Schechter
Virginia Shibue
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 ETHEL SCHUMAN
1965-67 CLAIRE KIRKPATRICK
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR

1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN &
KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

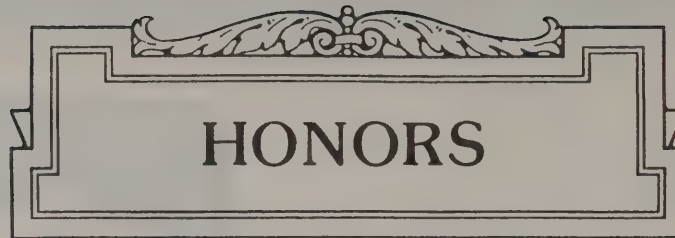
MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!



THE CALIFORNIA TRANSCRIBER

WINTER 1983



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

EDNA M. BIEDERMAN, Galt
NANCY J. CHURCHILL, Capistrano
ALICE M. MORRISON, Bloomington
ARLINE MORRISON, San Jose
JULIA MOYER, South Pasadena
SANDRA A. SHUBB, Sacramento
CHIHOKO SOLOMON, Los Angeles
JAQUELYN K. WALKER, Lindsay
(From UPDATE)

MUSIC BRAILLE

CAROL JAMES, San Francisco
(From UPDATE)

SPECIAL RECOGNITION

"Woman Of The Year Award" to **ROSE GROSS** of San Gabriel Valley Braille Guild; presented by Eternity Chapter No. 1402 of B'nai Brith for her dedication to helping others.



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

WINTER 1983

VOLUME XXVI, No. 4

INSIDE STORY

President's Message	Leah Morris	104
Sylvia Cassell		104
Dues are Due!		104
CTEVH Conference	Bob Calhoun	105
Katie N. Sibert Memorial Scholarship Fund		106
New Edition of Green Krebs		106
Meet the Board: Bob Elford		107
Proposed By-Law Changes	Bob Elford	107
Nominations Are In Order		108
Don't Blame the Post Office		111

GENERALLY SPEAKING

Braille by Computer	Bettye Krolick	112
What's In A Name?	Joyce Van Tuyl	112
Rehabilitation of Newly		
Blinded People In Finland	Petri Kinnunen	113
A Report From New Zealand	Neville Kirkham	114
Smith-Kettlewell Technical File		115
Electronic Lab Experience Available		115
Job Title Survey. . . Update	Cathy Rothhaupt	116
Maxine B. Dorf Retires		117
A Decade of Awards		117

NEWS OF GROUPS		
News of Groups		118
New Officers/Addresses		119
Interesting Transcriptions		120
SACRAMENTO FILE		
Report from CDHS	Fred L. Sinclair	121
Capital Corner	Staff, Office of Special Education	125
OUR SPECIALISTS SAY		
The Transcriber's <u>Grouping</u> Symbol	Joyce Van Tuyl	126
Is Bigger Better?	Jane M. Corcoran	126
Large Type	Marian Wickham	127
Do you know R.H.?	Elizabeth Schriefer	127
Music Braille	Elinor Savage	128
A Literary Braille Potpourri	Norma L. Schecter	130
The Webster's New Collegiate Dictionary:		
A Narrator's Perspective	Leslie Burkhardt	134
How To Braille Reading Circle Primers	Billie Anna Zieke	135
CONFERENCE REPORTS		
Private Sector Resources For Your Students, #108	Mary Morrison	137
Mechanics of Braille Music, #204	Georgia Griffith	139
How To Get in the School Band, #307	Bettye Krolick	139
A Model Low Vision Assessment Program, #408	Connie Loarie	140

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: BETTI THOMAS

BRaille TRANSCRIPTION: DORIS PONTAC

BRaille DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

EDITORIAL BOARD: BETTY SCHRIEFER, BARBARA BLATT RUBIN

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

©1983 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

INSIDE STORY

PRESIDENT'S MESSAGE - WINTER, 1983

A downpour from a tropical storm which wasn't supposed to make an appearance in Southern California drenched our area on October 1st. But did that deter your Board members from flying or driving to San Diego for the annual fall meeting. No way! When the gavel came down and the meeting was called to order, every member was present. October 1st and 2nd - and 18 people gave up a weekend so that CTEVH could continue to function. There's a great amount of business to conduct in the short time allowed but your Board works hard. Reports from the various committees had been prepared in advance. There were Old Business and New Business discussions - the budget for the next year to be considered - motions made and votes taken. And ultimately every item on the Agenda was covered. The only thing left was to return home and sort out everything that was discussed and start preparing for the next Board meeting in March.

At least a third of our time was devoted to revising our By-Laws. These changes must be voted on by the General Membership at one of the Conference General Sessions. This is only one of the reasons your attendance at these sessions is so important. Your presence also gives you the opportunity to vote for the new Board members and to glean important information from guest speakers.

This is the time of year when Dues Renewal requests are sent out. You will notice that, for the first time, you will be asked to contribute to the Katie N. Sibert Memorial Scholarship Fund. The decision to make this a continuing fund-raising effort was one of the actions taken by the Board in October. (See "Katie N. Sibert Memorial Scholarship Fund," elsewhere, this issue.) Because of all the holiday activities this can easily be forgotten. May I suggest that you tie the proverbial "string" around your finger as a reminder to attend to this matter?

As many of you know, October 28, 1983 was Maxine Dorf's final day at the Library of Congress. (See "Maxine B. Dorf retires," elsewhere, this issue.) As she starts a new phase of her life, CTEVH wishes her well. However she chooses to spend her time, we're quite sure much of it will be in helping others. Congratulations and good luck to you, Maxine!

Leah Morris

SYLVIA CASSELL

Sylvia Cassell's many friends in CTEVH will be concerned to know that she recently underwent triple by-pass heart surgery. However, they will be pleased to know that she is recovering well - slowly, but nicely.

Sylvia - we're counting on your reading this - all our good wishes and affection go out to you. You-all get well soon, honey, and be ready for our Silver Jubilee. We can't think of your not being there!

DUES ARE DUE!

When remitting your dues for 1984 please be sure to enclose the "tear-off" portion of the dues envelope along with your check.

This will help to avoid errors in the processing of your dues.

Lil Gardner
Membership Chairperson

C.T.E.V.H. CONFERENCE

MARCH 22, 23, 24, 1984
SAN DIEGO, CALIFORNIA

CTEVH SILVER JUBILEE "FROM TABOOS TO TECHNOLOGY"

Now is the time to begin making plans to attend the CTEVH Convention in San Diego. An outstanding program is being arranged, featuring special presenters from California, Kentucky, Colorado, Illinois, Florida, and New York. Included among the many illustrious invited guests are Tim Cranmer, Bettye Krolick, and Bernard Krebs. You will want to participate in the large number of convention workshops to obtain the greatest information in your area of interest.

Parents and prospective teachers in full-time training are also invited to attend the convention, and will be provided a special registration fee of \$13.

Come early and stay late! Enjoy such famous San Diego attractions as Sea World, The Zoo, Wild Animal Park, Scripps Institute of Oceanography, a visit to Mexico. Holiday Inn will provide convention room rates for additional days' registration.

The convention committee is working hard to see that we have a broad selection of transcriber, educator, and parent activities and information that will enhance your work skills and ensure a good time while you are in San Diego.

Please plan to register as early as possible. Pre-registration packets will be mailed shortly after January 1, 1984.

We look forward to seeing you in San Diego in March!!

Bob Calhoun, Chairman
CTEVH Silver Jubilee

KATIE N. SIBERT MEMORIAL
SCHOLARSHIP FUND

Katie N. Sibert, retired teacher of the visually handicapped in Stanislaus County Schools, who died in May of this year will be memorialized by a scholarship fund established in her name by the California Transcribers and Educators of the Visually Handicapped (CTEVH).

In a recent meeting in San Diego, the Board of Directors of CTEVH voted unanimously to use funds already contributed in memory of Mrs. Sibert as a base for the Katie N. Sibert Memorial Scholarship Fund.

The Board also voted to make solicitation of contributions for the Fund a continuing priority. In its annual membership renewal drive, CTEVH will ask its members - not only in California, but in many other states and in most English-speaking countries - to support its effort to honor the internationally recognized teacher. Contributions to the Fund in memory of others are also being encouraged.

Katie, as she was known to virtually everyone who ever met her, served not only in Stanislaus County but at San Francisco State University, Columbia University, University of Minnesota, and Portland State University, as well. In 1960, she was given the Teacher of the Year Award by the National Society for the Prevention of Blindness.

After her retirement as resource teacher and coordinator of programs for the visually handicapped in the Stanislaus County Office of Education, Katie conducted workshops for teachers of the visually handicapped in Denmark and Portugal.

Because of her prominence as a teacher of teachers, as well as of blind and visually handicapped students, Katie's contributions to education will be felt for many years to come. The Katie N. Sibert Memorial Scholarship Fund will continue Katie's influence even longer.

Individual tax-exempt contributions in any amount may be sent to:
Katie N. Sibert Memorial Scholarship Fund
CTEVH
741 No. Vermont
Los Angeles, CA 90029

NEW EDITION OF GREEN KREBS

CTEVH is proud to announce the publication of the 1983 edition of the TRANSCRIBER'S GUIDE TO ENGLISH BRAILLE.

This edition of the "transcribers bible" has been made possible by the generous spirit of the author, Bernard M. Krebs, and his wife, Naomi, and by the dedication, perseverance, and expertise of Norma L. Schecter, Revision Editor, and the CTEVH Krebs Revision Committee. The new edition will be published in loose leaf form, with the familiar green cover, and will contain all the modifications of the 1974 edition given in the Addendum of 1982.

The new edition of the "Green Krebs" will be distributed by the Student Shop of Braille Institute. To cover increased printing costs and postage, the following schedule of charges has been set:

U.S.A. and Canada \$7.50 (incl. postage and handling). First Class Mail, add \$2.50

Overseas (Australia, New Zealand, Nigeria, etc.) \$9.50 (incl. postage and handling). Air Mail, add \$5.00

Checks or money orders must be payable in U.S. dollars to "Braille Institute," address CTEVH-Krebs, Student Store, Braille Institute, 741 North Vermont Avenue, Los Angeles, CA 90029.

We feel that in presenting a new and updated publication of this standard reference work, CTEVH is meeting its responsibility to serve not only the membership, but transcribers and braille readers everywhere the BANA (Braille Authority of North America) code is used.

Aikin Connor, Editor
CTEVH Publications

FLASH

Bernard M. Krebs, author of "The Green Krebs", will be at CTEVH Conference in San Diego and will be available to autograph your personal copy of the New CTEVH Edition!! If you haven't yet acquired your copy, you may do so at Conference.

MEET THE BOARD

BOB ELFORD

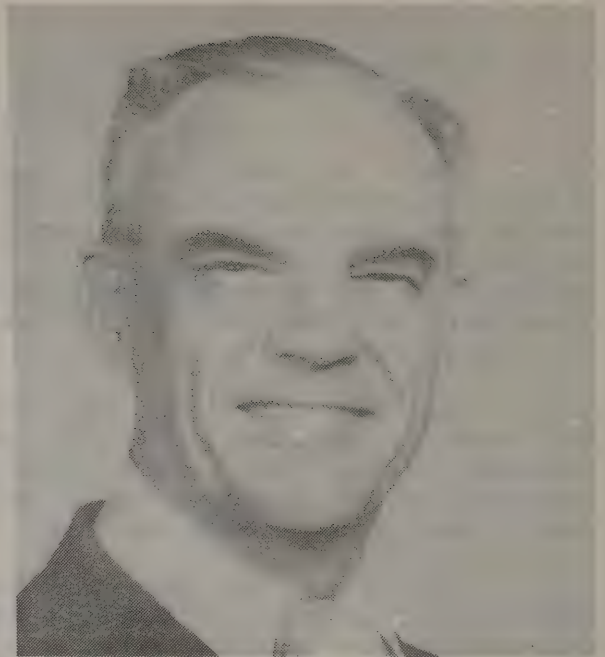
Bob Elford was born in Boise, Idaho, a long, long time ago—in 1912, to be exact! He grew up there and went through the public schools. In 1931 he started work for the Weather Bureau, staying with that organization for 42 years, moving frequently from one part of the country to another. While with the Bureau he worked in fields of communications, observations, administration, weather records, and even forecasting. (But don't ask him what the weather's going to do unless he's had an opportunity to listen to a recent weather forecast.) For the last 14 years of his service with the Bureau, he was in charge of Federal weather records for the state of California. In that capacity he had an opportunity to visit every part of the state, and is convinced that California is a great place to live. He retired from the Weather Bureau in 1972.

In 1981 he went back to work. (Some people don't show good sense!) He is currently the Business Manager for the California-Nevada United Methodist Foundation, handling their investments and accounting, using a computer for much of his work.

Bob has always enjoyed reading aloud. Shortly before his retirement he began looking for a place where that hobby might be useful. In the search he found the Mt. Diablo Transcribers in Walnut Creek and has enjoyed his relationship with that group through the years. Like other tape—and braille—transcribers he has been called upon to read everything from stories for very young readers to college textbooks. In more recent years he moved into braille, but since going back to work time has permitted neither tape nor braille transcribing.

Gretchen, his wife, has been very supportive of his work with the Transcribers. In some cases she follows his reading very closely and enjoys it. There are times, though, when she finds the material uninteresting or even offensive; in that case she just closes the door and goes about her business in another part of the house.

Bob enjoys people and enjoys life. When you see him, say, "Hello!" He'd like to meet you!



PROPOSED BY-LAW CHANGES

The following changes in the By-Laws were recommended by the Board to be presented to and voted on by the membership of CTEVH at the Annual Business Meeting at Conference XXV. Additions are indicated in boldface type. Deletions are shown by hyphens through the words.

ARTICLE IV

¶3 The Secretary shall keep the minutes of all meetings of the organization, the Board of Directors, and the Executive Board, and shall report them at the following respective meetings. Minutes of all meetings of the Board of Directors and the Executive Board shall be mailed to members of said respective boards immediately after the meeting. He shall see that notices of all **affirmative substantive** action taken at aforesaid meetings be reported in the publication of the organization.

The Treasurer shall keep a complete record of all monies received and bank same in authorized ~~banking~~ accounts of the organization. Treasurer is authorized to pay the bills of the organization ~~but not expenditure over the amount of Fifty Dollars (\$50.00), unless budgeted within the limits of the authorized budget, but no unbudgeted items may be paid without the approval of the Executive Board.~~

...

VACANCIES

A vacancy in any office of the organization shall be filled by a member appointed by the President, and said appointee shall serve for an unexpired term. Any vacancy occurring on the Executive Board shall be filled from the current Board of Directors for the balance of the unexpired term.

ARTICLE V

BOARD OF DIRECTORS

The Board of Directors shall consist of fifteen (15) members who shall serve for a term of three years, one-third to be selected each year at the annual meeting.

EXECUTIVE BOARD

The Executive Board shall consist of the President, the Vice-President, the Secretary, and the Treasurer. ~~The Editor of THE CALIFORNIA TRANSCRIBER is also a member of this board without voting privilege. The President is to act as chairman.~~ Meetings of the Executive Board may be convened at the discretion of the President. Between regular meetings of the Board of Directors and the Executive Board may act on behalf of the Board of Directors to and carry out the established policy of the Board of Directors.

ARTICLE VII

§3 Nominations in writing ~~shall~~ may be submitted to a member of the nominating committee, giving name and qualifications of nominees no later than ~~two~~ three weeks prior to annual meeting. Media of transcription and geographic representation shall be basic considerations in the final choice of nominees.

If the number of nominees is equal to the number of positions to be filled, elections may be by a show of hands. If there are more nominees than positions to be filled, elections shall be by written ballot prepared by the Nomination Committee. CTEVH members in attendance at the business session of the Annual Meeting, and whose current dues are paid, may vote on all matters that come before that meeting. All decisions except changing these By-Laws shall be by simple majority.

ARTICLE VIII

PUBLICATION

The name of the official publication of this organization shall be THE CALIFORNIA TRANSCRIBER.

The Editor of said publication shall be appointed annually by the President, subject to the approval of the Board of Directors, and shall be an ex-officio member of the ~~Executive Board~~ and Board of Directors.

ARTICLE IX

AMENDMENTS

These By-Laws may be amended or revised by the affirmative vote of two-thirds of the ~~votes received from the voting members present at the business session of the Annual Meeting.~~

Bob Elford

NOMINATIONS ARE IN ORDER

Nomination and election procedures require that the list of nominees recommended by the Nominating Committee be published in two issues of TCT immediately preceding the Annual Conference. In selecting the people to be nominated, the Committee must consider individual qualifications and willingness to serve, and must also attempt to maintain balanced representation of geographical regions (north and south) and interests (educator and transcriber).

In order to keep members informed, the section of Policies and Procedures which now governs nomination, election, and responsibilities of the Board of Directors of CTEVH is quoted below, verbatim.

III. Board of Directors

A. Composition

1. Board of Directors shall consist of fifteen (15) elected Directors, the Immediate Past President, CDHS Representative, any officer who is not an elected Board Member (Treasurer or Editor of TCT), and Chairmen of Standing Committees as appointed by the President. (i.e., Policies and Procedures, Membership, Awards, etc.)

B. Qualifications

1. A member of the elected Board of Directors shall have been in good standing in the Organization for at least one (1) year prior to election.

C. Term

1. Five (5) Directors shall be elected at each annual conference meeting for a term of three (3) years, or until such time as their successors are duly elected. An elected Director shall be eligible for a second successive term. A member shall be eligible to serve as a Director after a lapse of one year from the expiration of his last term as Director.

D. Election Procedure

1. Recommended slate of Nominating Committee for vacancies on the Board of Directors shall be printed in the two issues of TCT prior to conference.
2. Additional nominations, if any, from the membership must be received, in writing, by Chairman of the Nominating Committee no later than two weeks prior to Annual Meeting. No nominations will be accepted after said date. These written

nominations must include name, address, qualifications, and a signed statement by nominee that he/she understands the requirements Board membership and is willing to serve if elected.

3. A printed ballot, designating Nominating Committee's slate followed by the additional nominees as outlined above, shall be presented to qualified voting members for vote at the Annual Meeting. If there are no additional nominations in prescribed manner, the election shall be by voice vote.

E. Vacancies

1. In the case of a vacancy in the interim between annual meetings, the Nominating Committee shall submit a name or names of persons to be voted upon by the Board of Directors. A Person who fills a vacancy for less than one-half of a term shall not be considered to have served a term.

F. Duties

1. Board of Directors shall be the policy-making and governing body of the Organization. It shall formulate general Policies and Procedures.
2. After receiving a proposed budget from the Treasurer, Board of Directors shall adopt an annual budget, which shall fix the appropriations for each committee and other activities of the Organization.
3. It shall approve the time and place of all annual conferences and general meetings.
4. It shall approve amendments to the BYLAWS and/or Certificate of Incorporation before they are submitted to the membership for ratification.

5. Board of Directors shall approve site of annual conferences, based on:

a. General practice of selecting areas in diverse sections of the state.

b. Possible invitation from a group in that predetermined area.

c. Recommendations from Site-Finding Committee.

6. Board of Directors shall approve an approximate date (usually in March or early April) working around Easter, Passover, and CEC conference dates.

G. Meetings

1. There shall be at least three (3) meetings each year, one to be held in the fall and two during annual conference.

2. Any additional meetings may be held as deemed necessary by the President.

3. Upon written request by seven (7) or more members of the Board of Directors, the President shall call a special meeting of the Board. Notices of such meetings shall state the business to be considered and shall be mailed at least ten (10) days in advance of the meeting date.

H. Quorum

1. Nine (9) elected members of the Board of Directors shall constitute a quorum.

Fred Sinclair, Chairperson, Jim Fisher, and Lynne Laney-Milo, Members, Nominating Committee have nominated the following:

Board of Directors

Rose Kelber, Braille Transcriber,
Pomona Valley Transcribers
Guild

Carol Morrison, Braille Institute

Marian Wickham, CTEVH Large
Type Specialist, Transcriber,
San Mateo County Schools

Billie Anna Zieke, Transcriber, Garden
Grove

Jim Fisher, Teacher, Fresno Unified
School District

If you wish to nominate persons other than those nominated by the Committee you must:

1. Be sure your nominee is currently and has been a member in good standing for at least one year prior to nomination.

2. Submit a statement, signed by the nominee, that he/she understands the requirements and is willing to serve.

3. Send the nominee's name, qualifications, and aforementioned signed statement to the Chairperson of the Nominating Committee NO LATER THAN MARCH 1, 1984.

FRED L. SINCLAIR
CDHS
721 CAPITOL MALL
SACRAMENTO, CA 95814

DON'T BLAME THE POST OFFICE

Every once in awhile (maybe) it dawns on you - WHEN WAS THE LAST TCT? And you may scrounge around and find it and wonder if you missed a copy. Then - maybe - in a few days your new TCT comes in the mail.

You may never have wondered why TCT was late or anything else about it, but if you keep reading, you will soon know more than you ever wanted to. (Someone once said that if you love sausage or the law, you wouldn't want to watch either of them being made. This may go for TCT, too.)

First, the Editor contacts all group chairpersons and specialists to remind them of an upcoming deadline - supposedly at least two weeks in advance.

While waiting for the mail to bring in these contributions - the real meat of the issue - the Editor paws through a collection of assorted items that have accumulated in the file, including Conference Reports from the immediate past Conference. Having edited or otherwise tampered with these, he then passes them on to the typist, currently Betti Thomas.

Soon the specialists' articles begin to arrive. If questions arise, specialists are called for clarification. Proofreading of the typed miscellany begins.

The Editor calls Bill Briggs and Membership Chairperson Lil Gardener to update computerized membership file and have labels printed. Typing of specialists' articles begins; corrections to miscellaneous articles are made and proofed. The Editor bugs other regular contributors (Fred Sinclair, President, capital correspondent, etc.), if necessary.

Meanwhile, reports from groups come to Julie Cormier who edits, sorts, sifts, and otherwise develops the sections News of Groups and Honors. At a point when it seems no further reports are forthcoming, Julie types a draft and brings or sends it to the Editor, who further edits (he's compulsive!) and gives copy to the typist.

Proofing, corrections, and re-proofing continue, until one magic day nearly all of it is done and layout can begin.

Currently, the Editor does layout, composition, paste-up, and a lot of etc. Articles are sorted into the piles: Inside Story - all those items dealing with CTEVH matters; Generally Speaking - those items of general interest; News of Groups - what's going on in the groups and guilds; Our Specialists Say - articles by CTEVH Specialists; Sacramento File - reports from CDHS and the Office of Special Education; Conference Reports - Summer, Fall, and Winter issues.

Scissors, rubber cement, fixative, light box, and Editor are then assembled in one room where material is sprayed, cut, pasted, pommeled, and cudgeled (one continuing problem is that the total number of pages must be divisible by four because of printing procedures) until - voila - TCT is assembled. A table of contents is developed and the whole mess is delivered to the printer. Copies are sent at the same time to Doris Pontac, who brailles TCT and sends it to Volunteers of Soledad to Thermoform and mail; and the Volunteers of Vacaville, where it is recorded, duplicated on cassettes and mailed.

The final step is mailing. With luck, the computer has spit up the labels by the time TCT goes to the printer. These come in a long, long, continuous string of stickem labels, arranged numerically by zip code. So that we can mail at a very substantial discount, the Editor sorts the labels - any 10 or more with same zip code here; any 10 or more with first three digits of zip code there; and so on. Then Don White sticks labels on TCTs (which have now returned from printer), bundles them into properly labeled sacks, and helps haul them to the post office. There they are weighed, checked, and MAILED.

More than you ever wanted to know - right? Did you count the number of places a delay could foul things up? Too many!

So when TCT seems to be late, think about what you now know about how it is made and DON'T BLAME THE POST OFFICE!

GENERALLY SPEAKING

BRAILLE BY COMPUTER

You have heard in the past about the idea of preparing braille masters by microcomputer, but now we can report that it has become a practical reality - especially in the state of California. A number of Cranmer Modified Perkins Brailers have been purchased by the State Department of Education. These are being placed at strategic locations and will become centers where transcribers can take or mail disks that contain braille in electronic form. Schools who receive the disks will run off the braille copies for their students right on the premises.

Why Use a Computer for Braille?

With a computer, the braille copy appears on a screen in front of the transcriber rather than on paper already in embossed form. This enables the transcriber to correct all mistakes or make adjustments and changes without ever recopying good braille. The word processor in the computer program makes it simple to get a mistake and correct it without disturbing the surrounding material. Think of the time you now spend recopying good braille and realize you could apply that to more pages of perfect copy. Computer programs allow you to center headings instantly. You do not waste time counting cells. A book on disk can be changed so easily that when a new edition is published a transcriber can delete what is old, insert new material at any point in the text, change the page numbers, and produce the new edition in much less time. If that doesn't convince you, this will: because electronic braille can be output either as paper or for cassette tapes, transcribers are requested to use the provision in the code stating that computer-produced braille need not have words divided by syllables at the ends of lines. In the time saved by not looking up syllabication, you can do more pages for the readers.

How Do I Start?

At CTEVH Conference in San Diego we will demonstrate the available programs for Apple, Franklin, and IBM PC computers. Information about equipment, programs, costs, etc. will be available to those who attend the workshop "Braille by Microcomputer". People who cannot attend may receive the

handout by sending a large, self-addressed, stamped envelope to
Bettye Krolick
724 Powderhorn
Fort Collins, CO 80526
after March 24th. See you at Conference!

Bettye Krolick

WHAT'S IN A NAME?

Computer notation?	braille? Electronic braille?	Computer
-----------------------	---------------------------------	----------

I receive many letters asking for information on "braille computers." Unfortunately, that is not my area of expertise. In order to clarify some of the confusion which seems to exist, I propose the following nomenclature:

Computer-generated braille. This would refer to a system in which the operator needs no knowledge of braille, but enters the text by typing or other means, and the computer "does the rest."

Computer-assisted braille. This would refer to a system in which the operator must know braille, and enters the text utilizing a computer. This would apply to the method of braille by means of programs currently being used with Apple computers.

Computer braille notation. This applies to THE PROVISIONAL BRAILLE CODE FOR COMPUTER NOTATION, 1972, and has NOTHING to do with the manner in which the braille is produced - you could be working on a slate, or a Perkins, or an Apple. It relates to the established braille code for the transcription of computer-related print text.

Joyce Van Tuyl

REHABILITATION OF NEWLY BLINDED PEOPLE IN FINLAND

(NOTE: This article is reprinted, with permission, from REVIEW OF THE EUROPEAN BLIND, 35th issue, volume 11 (1982), No. 1)

GENERAL SURVEY

There are roughly 30,000 visually handicapped people in Finland, with three quarters of them being older than 60 years. It is estimated that between 450 and 500 persons acquire eye defects every year. A National Record of Visually Handicapped Citizens has been introduced in Finland, 1980, and a system is now being prepared under which the medical services will be obliged to report every case.

Public attention was drawn to employment of visually handicapped people by the Finnish Association of the Blind, in the sixties. The Association opened an "Employment Home" in 1958, and metal processing courses were initiated somewhat later. This actually provided some bearable solution to the problem of vocational rehabilitation, and so the first rehabilitation courses for visually handicapped people could be started in 1963. Secretaries for Rehabilitation were employed for the purpose by several local committees of the Association, and the latter also undertook to cover expenses, for the time being. Great efforts had to be made, before the National Government was persuaded into financing these schemes. The Invalid Welfare Act had to be amended to make national financing possible. This brought about great upswing in activities, and the number of rehabilitation full-timers at local levels went from four in 1972 to 17 in 1981.

Ten of these 17, among them two blind people, are local Secretaries for Rehabilitation. Three are specialised in work with children, two in craft consultation, and one in guidance on college careers. One is a senior executive. This proved to be the pattern by which a variety of requirements could be widely satisfied. Each of the local Secretaries for Rehabilitation is in charge of one province, while the consulting officers travel throughout the country.

TASKS OF THE SECRETARIES FOR REHABILITATION

The work done by the Secretaries for Rehabilitation is intended to form the very foundation for rehabilitation of newly blinded persons and other visually handicapped individuals. Rehabilitation will start with a private talk of introduction to prepare, jointly with the person concerned, a programme of practicable activities and feasible objectives. Progress and intermediate results are discussed individually during repetitive visits. The Secretaries for Rehabilitation will deal preferentially with newly blinded people. Persons with longstanding visual handicap are anyway under the umbrella of the Association of the Blind or social welfare authorities at local level.

A Secretary for Rehabilitation will try, first of all, to explore and open up for the blind individual locally available facilities which might be helpful. He is in charge of planning and guidance, but he cannot do the job himself, and, after all, he usually does not live in the same locality. He will, therefore, try to find cooperatively minded people in the given municipality and to contact institutions likely to be helpful in rehabilitation, such as social welfare and public health authorities, labour office, and social insurance. Visits will be made to such offices to brief office-bearers on their responsibilities and specific tasks. Many local government people must be involved, including social welfare consultants, social workers, and kindergarten teachers. They are to be taught how to cooperate rather than contradict or obstruct one another, so that blind persons and their relatives should not be confused and irritated. Once local helpers have been recruited, they will take action under the leadership of a Secretary for Rehabilitation to teach mobility techniques and how to cope with daily living skills.

The craft consultants have to provide assistance to visually handicapped masseurs, physiotherapists, and artisans, for example, by helping them to obtain raw material, machines, and specific aids or to furnish workplaces or to set up workshops or practices. They will also advise people on how to obtain loans or other forms of support.

The consultant in charge of college careers and general school education will call on visually handicapped children at general schools. He will also arrange for courses on techniques of learning at all levels, and he will, finally, help to establish contact between parents, schools, homes, authorities, and institutions from which support can be expected.

The Finnish Association of the Blind has adopted an action programme for the eighties aimed at achieving full participation and integration in society for all visually handicapped citizens. A decisive role is played in that context, by public care schemes, and all people concerned must be taught how to use them to the widest possible extent. Specialised services can play only a complementary role. The network of local Secretaries for Rehabilitation has become the initiator of rehabilitation for newly blinded people all over the country. The forthcoming years will find us redoubling our efforts for the purpose of coping with ever growing tasks flowing from the sphere of newly blinded people.

Petri Kinnunen, Finland
Finnish Association of the Blind
Senior Secretary for Rehabilitation

A REPORT FROM NEW ZEALAND

In the early 1970's I obtained the job I had been hoping for all my working life, namely, manager on a fairly large sheep station not far from Ruatoria on the east coast of the North Island of New Zealand. I thought that I was set for the rest of my working life.

This was not to be. In 1979 I became almost totally blind in one eye and shortly afterwards the other eye deteriorated - retinopathy. Three months later my doctor informed me that my life expectancy was less than a year as I had kidney failure. The resulting high blood pressure combined with the fact that my blood vessels were weakened because of my advanced diabetes, had caused my blindness.

By the end of that year my job was gone and I was told that my best hope of survival was to seek medical care in Auckland, a big city some 200 miles distant. And so we moved - myself, my wife, and three children aged five, three, and one at that time.

Various temporary accommodations followed until I finally managed to raise finances to buy a house in an outer city suburb. From the time of our arrival in Auckland I visited the specialists at the Renal Clinic every two weeks. Nothing was done to alleviate my condition and I was steadily deteriorating both physically and mentally. When my spirits had reached their lowest ebb and I had really given up caring whether I lived or died, the elders from a nearby Bible College (an interdenominational evangelical establishment) visited me and prayed for my recovery. Their support was sincere and it still continues.

On my next visit to the Clinic they decided to put me on a dialysis machine and from there began the slow but steady return to immensely improved physical and mental health.

I was now able to consider a rehabilitation programme for newly blind adults and so attended the Foundation's Unit where I covered the normal programme of typing, mobility, basic living skills and braille.

Following this, as I am on a dialysis machine three days a week for ten hours each time, employment was an impossibility. However, I have now purchased a ten-acre block in a fertile subdivision and I have slowly managed to rid it of the blackberry and gorse and, in 1982 I commenced planting Tamarillos. This is a popular crop grown for export and domestic use which is harvested mid-winter. I started with two plants and by the end of that year I had approximately five hundred seedlings ready for planting out the following spring and summer. I have planted more fruit this winter and hope to get enough seedlings to take my planting to over one thousand trees this year.

The horticultural field was completely strange to me as an ex sheep farmer. Owing to my age, my diabetes, and my manual work background my sense of touch was sadly impaired. I had many hours to read braille if only I could master it. Finally we turned to Jumbo braille and there at last I met with success. Certainly my reading is slow but, thanks to a complete programme in Jumbo, I am now able to read agricultural pamphlets relevant to my work, keep basic files, and while away many hours when sitting by my machine.

There were many times when I could happily have thrown it all away, especially when I was still attempting standard braille, but now I am just so thankful that, with the help of so many people, I am achieving independence and regaining my self confidence.

NEVILLE KIRKHAM
September 1983

SMITH-KETTLEWELL TECHNICAL FILE

A Periodical for the Visually Handicapped
Interested in Current Technology.

The SMITH-KETTLEWELL TECHNICAL FILE is a periodical published quarterly in braille, large type, and recorded form. Aimed at blind and visually impaired hobbyists, students, and professionals with a technical bent, its purpose is to provide independent access to state-of-the-art devices, circuits, and adaptive techniques.

Contents of the FILE are such things as soldering and construction techniques, IC pin diagrams and application notes, construction and adaptation of test equipment, design of various practical aids, bibliographies of technical materials, and reader-contributed material.

— FREE —

ELECTRONICS LAB EXPERIENCE AVAILABLE

The Smith-Kettlewell Institute of Visual Sciences now offers a program in which blind students may learn techniques of electronics assembly such as parts layout, soldering, and the mounting of hardware. Projects within the scope of this program include the building of one's own knowledge in the field and is applicable to both vocation and hobby. The feedback from our trainees benefits us greatly in our effort to make more activities available to visually impaired persons.

This training is free on a first-come, first-served basis. Goals, work schedule, and length of stay are set by mutual agreement between student and instructors. To remain in the program, one must master certain skills within a reasonable time. Upon request, a student may obtain written evaluation of performance.

Although we cannot provide living accommodations, we can assist in their procurement with accurate information concerning rates, location, and general condition.

For more information, call the Manager of the Training Program, Jay Williams, at (415) 561-1677, or write to him at Smith-Kettlewell Institute of Visual Sciences, 2232 Webster Street, San Francisco, California 94115.

The publication is produced by the Rehabilitation Engineering Center of the Smith-Kettlewell Institute of Visual Sciences and supported, in part, by the Smith-Kettlewell Eye Research Foundation and the National Institute of Handicapped Research. Articles are solicited from readers, training facility personnel, and other interested professionals and non-professionals.

A sample issue and information regarding subscription, back issues, and reprints may be obtained from the Editor, William A. Gerrey, 2232 Webster St., San Francisco, CA 94115 (Tel. 415/561-1619).

JOB TITLE SURVEY ... UPDATE

The results of the May, 1983 Job Title Survey are most interesting, and prove once again just how confused one could get in trying to locate an employed transcriber in a given school district.

The results of the balloting are as follows:

Braille Specialist: 15

Certified Braille Specialist: 32

No Preference: 1

In addition, three teachers responded, each one voting for the title "Braille Specialist." Some ballots contained additional comments, such as:

"Sorry to be late, but this was just given to me!" (postmarked June 10th)

"Received this August 27th!"

"So glad this is being done. Our district feels that any typist can do the large-print material." (Condensed version of full statement.)

"Did not receive this notice 'til July. Isn't there some way contact can be made individually?"

"I received this in July. Is it too late to vote?"

"I do so many things in addition to Braille. I do think Braille should be included in the title." (From a Media Specialist.)

After the ballots were tallied, contact was made with a very interested and impressed Jack Hazekamp. He asked that we submit suggestions to be included in the proposed changes of Title V Regulations of the State Education Code. The proposals that were submitted are:

The Transcribers (Certified Braille Specialists):

Who prepare materials in braille should hold Library of Congress certification

Who prepare materials in braille mathematics, music, or foreign language should adhere to standards of the Braille Authority of North America

Who prepare tactile materials should have a knowledge of embossing tools, techniques, and media, and an understanding of the concepts to be presented

Who prepare materials in large type should adhere to Large Type Transcribing standards and procedures of the National Braille Association

Who prepare aural media should have necessary competencies, including knowledge of recording equipment, ability to comprehend, interpret, and present technical materials with a well-modulated voice quality, and at an appropriate pace.

I'm happy to say that as of this date, the draft containing these suggestions has been accepted "all the way up the line." This draft will be polished and edited professionally before being presented for final approval to the State Board of Education. Each person contacted at the state level agreed enthusiastically that this was a much-needed action and was grateful for our contribution. They all highly respect CTEVH and appreciate our efforts.

A new aspect of this entire quagmire (job titles) has come to light just since school has started this fall. Fred Sinclair sent inquiries to school districts asking for information about all personnel in their visually handicapped programs. In comparing the two lists of transcribers (CTEVH and CDHS), there are great discrepancies. For instance, one transcriber that we know personally is on both lists, but the job title is Braillist/Aide on CTEVH list, filled out by the braillist, and is Interpreter/Tutor on CDHS list, filled out by someone else (probably in personnel). And so it goes.

Another interesting fact is that each list has approximately the same number of names, but there are names on the CTEVH list that do not appear on the CDHS list and vice-versa. At this moment I certainly do

not have a solution to all this confusion, but am hoping very strongly that with the changes being proposed in the wording of the Title V Regulations, some order will eventually take place throughout the state.

A hearty "Thank You!" to all who contributed to this endeavor, and a sincere wish for a happy and peaceful holiday.

Cathy Rothhaupt, Chairman

MAXINE B. DORF RETIRES

At the end of October, after 32 years of outstanding service, Maxine Dorf (Head, Braille Codes Section) retired from the Library of Congress, National Library Service for the Blind and Physically Handicapped (formerly Division for the Blind, then Division for the Blind and Physically Handicapped).

Maxine's broad knowledge, infinite patience, and personal charm have always added a great deal to CTEVH Conferences, and her presence will be greatly missed.

However, for those who would like to continue to keep in touch with her, or wish to send her a congratulatory message on her retirement, her home address is:

Mrs. Jean Dorf
8815 Woodland Drive
Silver Spring, Maryland 20910

We understand that, in addition to the pleasures of retirement, she intends to continue her activities with National Braille Association, as a volunteer. And we are delighted that she remains one of us, as a CTEVH Life Member.

In appreciation for all your help over the years, Maxine, we all send you our warmest good wishes upon your retirement.

A DECADE OF AWARDS

In 1974, the first awards by CTEVH - Certificate of Appreciation - were presented to the Volunteers of Vacaville and Braille Institute of America. In the decade following, seventeen more Certificates have been presented "For outstanding contribution in the field of the visually handicapped and for distinguished service to the California Transcribers and Educators of the Visually Handicapped."

The list of recipients includes teachers, transcribers, editors, a manufacturer, and an actor/writer/producer. Some made their outstanding contributions professionally, through agencies serving the visually handicapped; most have been individual volunteers. Their distinguished company will be joined at CTEVH Silver Jubilee in 1984 by others whose work and dedication we recognize as typifying the best of CTEVH.

Following is a complete listing of all recipients up to 1984.

1974	VOLUNTEERS OF VACAVILLE
1974	BRAILLE INSTITUTE OF AMERICA
1975	ESTHER FOX
1975	MARIE ERICH
1976	NORMA SCHECTER
1977	BOB DASTEEL
1977	DONN SPENCER
1978	MARY DEGARMO
1978	BETTY BRUDNO
1978	EVELYN OLGATI
1979	RUTH LOWY
1980	ETHEL SCHUMAN
1980	DIANE MEYER
1981	CARL LAPPIN
1982	BARBARA BLATT RUBIN
1982	BILL BRIGGS
1982	MICHAEL LANDON
1983	AIKIN CONNOR
1983	CAROLINE "CHRIS" MACKAY

NEWS OF GROUPS

NEWS OF GROUPS

S.O.S. Does anyone have a Brailon copy of **AMERICANS** by Allen which was transcribed by **SIXTH DISTRICT BRAILLE TRANSCRIPTION PROJECT, NORTH BRANCH**? If you do, please lend it back to the group for re-transcription—it will be returned to you unharmed.

Thanks to all for furnishing empty Brailon boxes, supplies, etc. Because of the generosity of individuals, groups and service clubs, Sixth District North Branch is rebuilding with great speed. They have a new photocopier, new shelves, furniture, an Apple IIe, and a Cranmer Perkins, all donated! Transcribers have completed, or are in the process of completing, the re-transcription of some of their previously most "popular" titles.

After being very active since 1953, the **BRAILLE SECTION OF ASSOCIATED LIONS CLUB** is being merged with **COMMUNITY REHABILITATION INDUSTRIES**, 1500 E. Anaheim Street, Long Beach, CA 90804. Transcribers will continue to fill assignments; send requests to the new address. Volunteers expect to complete transcription of the Old Testament, New International Version, by March or April. Over a year ago they completed the New Testament.

Calling all teachers! **OAKMONT VISUAL AIDS WORKSHOP** is always looking for better books to help teachers. They welcome your suggestions. Right now they are considering a book that shows the outlines of various types of buildings using self-adhesive tape to do the outlining. Would this be of any use in teaching? Please let them know. If you've misplaced their address, here it is: 6637 Oakmont Drive, Santa Rosa, CA 95405, c/o J. Jean McHuron.

Helene and Ben Koehler of **LUTHERAN BRAILLE WORKERS, INC.**, returned home from Germany with requests for more than 15,000 brailled books of the Scriptures. Seventeen countries were represented at the International Consultation On Braille Production Of Bibles in Darmstadt, Germany. Discussions covered braille codes,

formats, methods of production and emphasized the tremendous need for Scriptures in braille. A clearinghouse of braille Bible production has been set up at the United Bible Society's office in Stuttgart, Germany, under the direction of Miss Dorothy Kindt. Since returning home, Helene has reported the transcription of the **GOSPEL OF ST. MATTHEW** in Amharic (Ethiopia) and **DANIEL-ZECHARIA** in Hungarian; in addition Lutheran Braille Workers are working on **PSALMS** in two volumes in Neo-Mandarin. This precious manuscript was brought personally from China and is the braille copy for Red China.

MT. DIABLO TRANSCRIBERS' nimble fingers are transcribing instruction manuals for blind skiers and for blind scuba divers, among other things!

Lee Pence was named new chairperson of **PENINSULA BRAILLE TRANSCRIBERS GUILD**, succeeding Lila Queen. The following is a tribute to Lila Queen from all the members of the Peninsula group:

Lila Queen who, at her own insistence, gave up the presidency of the Peninsula Braille Transcribers Guild at the annual meeting must have some special words about her written for this publication.

Lila, a graduate of Montana State College with a degree in home economics, found herself needed in the field of the blind when it was discovered that her first child had impaired vision. She learned of the educational needs both for teachers and for cooperating parents. After a time, with three little boys in her home and husband Hadley, and a mother and sometimes two, she enrolled at San Jose State College and prepared for a teaching credential. From there, it was into the San Mateo School system as a teacher working with blind and visually impaired children.

Along the way, Lila and a few other women had a dream, and twenty-eight years ago Peninsula Braille Transcribers Guild came into being. For many years the guild has really 'been a business', aided greatly, after many struggling years, by financial assistance from

a very special local organization. Lila, during all of these twenty-eight years, has given generously of her talents, knowledge and time. She, at the present time, still continues to do so by helping out at least two days at the guild's workshop, and on one of these days by teaching braille. She is forever 'beating the bushes' for new recruits, and she finds them.

Because of her personal contact with the visually handicapped, Lila has a marvelous store of information. 'Ask Lila' is an everyday sentence in the guild. Incoming president Lee Pence feels very fortunate in having Lila's knowledge available.

We all feel that Lila has earned a deserved rest after so many years of dedicated service. We know, however, that 'rest' is a foreign word to Lila, but hope her other activities may be enjoyed more often. Church functions, garden club, and AAUW are some of them.

We at PBTG take pleasure in sharing our affection for our Lila.

SACRAMENTO BRAILLE TRANSCRIBERS, INC., celebrated its 25th anniversary in September with a talk by founding member, Clover Skaggs. The group started in September 1958 to help a teacher at a local elementary school. Since then they have grown to more than 80 members and transcribe for students from elementary through law school. Their "home" is the library room in a former elementary school which was converted to a center for non-profit groups. They are looking forward to many more years of producing braille.

Rose Gross, 79 year old received an honorary plaque and was voted Woman Of The Year for 1983 by the Eternity Chapter No. 1402 of B'nai Brith, San Gabriel. Rose is president of **SAN GABRIEL VALLEY BRAILLE GUILD, INC.**, and currently is teaching braille to two women who have blind children. One mother lives in Arcadia and the other in San Dimas. When Rose takes respite from braille, one can find her hiking through the San Gabriel mountains!

Volunteers of **WOODSIDE TERRACE KIWANIS BRAILLE PROJECT** are really INTO cookie making! A group of clients in Pennsylvania has kept them busy baking on

brailers! Their selection of pamphlets to be transcribed has been outstanding and numerous copies have been sold. Do you have a blind friend on your Christmas list? Titles appear in the "Interesting Transcription" section of this issue.

NEW OFFICERS/ADDRESSES

Braille Transcribers Guild of San Diego, Inc.

Chairperson: Muriel Rumsey
5439 Caminito Agua
La Jolla, CA 92037

1st Vice-Chairperson
(Program): Grace Middlebrook

2nd Vice-Chairperson
(Membership): Ida Mae Milot

3rd Vice-Chairperson

Social: Alvena Storm

Secretary: Margery Ross

Treasurer: Roberta Smith

Monterey County Braille Transcribers, Inc.

Chairperson: Shirley Doolittle
1472 Vallejo
Seaside, CA 93955
(408) 394-2003

Co-Chairperson: Nancy Komp
1285 La Mirada
Salinas, CA 93901
(408) 757-1275

Secretary: Charlotte Tipton

Treasurer: Marie McCrary

Peninsula Braille Transcribers Guild

Chairperson: Lee Pence
(Mrs. Everett E.)
458 N. Ellsworth Avenue
San Mateo, CA 94401
(415) 344-6725

Correspondence
Secretary: Sue Hedges
20 Beach Park Blvd.
Foster City, CA 94404
(415) 342-1225

Recording for the Blind, Inc. Santa Barbara Unit

Studio Director: Cherie Welyt
3970 La Calina Road
Santa Barbara, CA
93110

INTERESTING TRANSCRIPTIONS

BRAILLE INSTITUTE PRESS DEPARTMENT

741 North Vermont Avenue
Los Angeles, CA 90029-3594

A CONCISE STUDY GUIDE TO THE AMERICAN FRONTIER by Nelson Klose, copyright 1964 (braille, 9 volumes)

DNA THE KEY TO LIFE by G. Parker, W. A. Reynolds, R. Reynolds, copyright 1966, 1975, 1977 (braille, 6 volumes)

LESSONS IN BRAILLE TRANSCRIBING by Bernard Krebs, copyright 1979 (braille, 3 volumes)

PANASONIC CALCULATOR JF-721U INSTRUCTIONS by Panasonic Company (braille, 1 volume)

RADIO AMATEUR LICENSE GUIDE: ADVANCED CLASS by Martin Schwartz, copyright 1981 (braille, 3 volumes)

RADIO AMATEUR LICENSE GUIDE: EXTRA CLASS by Martin Schwartz, copyright 1981 (braille, 3 volumes)

SHARP VOICE SYNTHESIZED CLOCK AND CALCULATOR EL-640 INSTRUCTIONS by Sharp Company (braille, 1 volume)

VOTRAX PERSONAL SPEECH SYSTEM OPERATOR'S MANUAL by Votrax Company, copyright 1982 (braille, 2 volumes)

WITNESS TO A VANISHING AMERICA by Lee Clark Mitchell, copyright 1981 (braille, 14 volumes)

KINGS TRANSCRIBERS LIBRARY

202 W. Grangeville Blvd.
Hanford, CA 93230

HISTORY OF THE ENGLISH CHURCH AND PEOPLE by The Venerable Bede (tape, on loan; contact Kings Library with statement of Legal Blindness)

Library contains many books of interest to the student, such as: THE TRILOGY OF ENGLISH HISTORY by Thomas B. Costain from the Conquerors to the Last Plantagenets.

1066, THE YEAR OF THE CONQUEST by Howarth (English history)

OUR ENGLISH HERITAGE by Gerald W. Johnson, a People of America Series (American history)

SIX ARMIES IN NORMANDY by John Keegan (Modern history)

THE INCURABLE WOUND by Berton Roueche' and THE MEDUSA AND THE SNAIL by Lewis Thomas (medical field)

Many very excellent books on Astronomy clearly written and easy to understand for the non-astronomy student who might be interested in the subject. The loan period is four weeks but if needed for a longer period this can be arranged easily. (All books on tape)

LUTHERAN BRAILLE WORKERS, INC.

11735 Peach Tree Circle
Yucaipa, CA 92399

LUTHER, SERVANT OF GOD by Victor Paulos, copyright 1966. (braille and large print) May be purchased at no cost; please order Sight-Saving from Lutheran Braille Workers, Inc., 786 30th Ave., San Francisco 94121; for Braille, order from Lutheran Braille Workers, Inc., 11735 Peach Tree Circle, Yucaipa, 92399

SIXTH DISTRICT CALIFORNIA P.T.A. BRAILLE TRANSCRIPTION PROJECT

101 North Bascom Avenue
San Jose, CA 95128

ALGEBRA: BOOK II (Third Edition) ITS ELEMENTS AND STRUCTURE by Max A. Sobel and J. Houston Banks, copyright 1977.

SPECTRUM OF ENGLISH (Emerald) LANGUAGE, COMPOSITION, EXPRESSION by Joyce Bartky and Yvonne Kuhlman, copyright 1979.

Above books may be purchased or Brailon exchange; contact P.T.A. Braille Project for further information. (408-298-4468)

SACRAMENTO FILE

REPORT FROM CDHS

APH ANNUAL MEETING

The annual meeting of APH trustees (and others) in Louisville this fall was filled with exciting presentations and reports not only of new materials, aids, and equipment under research and production, but also of new trends, educational strategies, and technologies developing nationally in public, nonpublic, day school, and residential school programs.

Topics and presenters during the four day meeting included (among others) "View from the U.S. Department of Education," Martin Kaufman; "Environmental Sensors, Spatial Orientation, and Mobility," Kay Ferrell; "Microcomputer Hardware - State of the Art," Bill De'L'Aune; "Microcomputers - Computer Literacy and Computer Assisted Instruction," Kit Kengott; "Microcomputers as Word Processors and Other Personal Applications," Tim Cranmer; and "Technology in Mathematics and Science Instruction," Emerson Foulke. Other activities included hardware demonstrations; microcomputer hardware exhibits; APH Staff Reports; Publications Committee Report; Research Fair; Research and Development Committee Report; Review of Current Problems with Quota Registration; Discussion of Possible Changes in Quota Registration Procedures; Tours of APH; APH Business; Display of New Products; APH Open Meeting; and Formal Meeting of Ex Officio Trustees.

Other meetings which were planned by trustees, participants, and visitors in attendance which "piggybacked" on the annual trustees' meeting facilitated additional business of professional organizations such as Alliance of Publications and Editorial Committees; National Council of Private Agencies for the Blind; Association for the Education of Visually Handicapped/American Association of Workers for the Blind; Alliance, American Foundation for the Blind Educational Textbook Meeting; Division for the Visually Handicapped Council for Exceptional Children; Associate Editors of EDUCATION FOR THE VISUALLY HANDICAPPED; Leadership Planning

Committee; State Education Consultants for the Visually Handicapped; Southern Regional Educational Consortium; Association of Instructional Resource Centers for the Visually Handicapped. Some vital new information and significant highlights of presentations and reports will be discussed in detail in the following articles.

MEETING OF APH EX-OFFICIO TRUSTEES AND CORPORATE BOARD OF TRUSTEES

As ex-officio trustee serving both California's public and nonpublic programs, I was privileged to attend the formal meeting of ex-officio trustees and corporate board of trustees. This meeting is closed to visitors and other participants of the trustees meetings who are not official trustees. With permission of Dr. Carson Nolan, we are printing his total presentation at this formal meeting.

Report to the Ex Officio Trustees

Welcome to the 115th Annual Meeting of the Board of Trustees of the American Printing House for the Blind. This year is also our 125th anniversary. Consequently, we are doubly pleased to see all of you here.

Our 1983 fiscal year reflects the state of affairs in this country, generally. Our sales have held at \$11,600,000, unchanged from the level of the last two years. Growing inventories in some areas have caused us to reduce production. Costs have continued to increase. Changing markets have required us to review our product lines and adapt our modes of operation. To accommodate changing conditions, we have reduced personnel, improved production processes, made wider application of data processing, increased our marketing efforts, and undertaken design of new products.

As has been the case for the last four years, the beginning of the federal fiscal year finds us without an appropriation for funds supplied under the Act to Promote the Education of the Blind. We are currently operating under a continuing resolution at a level

of \$5,000,000. Of this sum, \$4,660,000 is allocated for educational materials, \$250,000 for educational and technical research, and \$90,000 for administration of the Act. As of January 1983, we registered 41,148 students, an increase of 2,900 students over those registered in FY 1982. The resulting per capita allotment for FY 1984 is \$113.25. As was done last year, we plan to redistribute unused FY 1983 quota balances nationally, based on last January's registration. This approach has been successful in reducing the quota balances that have been a long-term problem. We plan to make this an annual practice.

As many of you know, there was a decided effort made last spring to amend our Act to require a 10% contribution by the states. With the help of many of our Ex Officio Trustees and representatives from other organizations for and of the blind, we were able to contain this effort. We greatly appreciate this assistance.

Production results for the year show both braille and large type to be down slightly compared to last year. In both of these areas, we are trying to improve production methods to contain costs and speed up delivery. Sales were up in Talking Book, with the greatest increases in cassette production. The quality of our recordings and our ability to meet delivery schedules have greatly improved. Eight new products have been added to our educational aids line and four old products were redesigned. We have experienced a strong demand for shipping containers of various kinds.

Our educational research and development activities were maintained at a high level. The Department of Educational Research released eleven new products during FY 1983. Educators, nationwide, collaborated in their development. We continued our efforts to improve our ability to communicate product information to our consumers. Of particular importance was the continued

operation of our Central Catalog of Volunteer Produced Materials.

Fund raising efforts for our special editions of Reader's Digest and Newsweek continued to be marked by success. These efforts are important to all of us since some of these funds support the purchase of the capital equipment required to manufacture educational materials. The Printing House would not be able to operate without this generous support from the public.

At the end of the fiscal year, Jane T. Kent, who was our Controller and who had worked at the Printing House for more than forty years, retired. David Manteuffel, our former Accounting Manager, has been appointed Controller in her stead.

It has been a busy year and, on the whole, a successful one. To the members of our Executive Board, to our Ex Officio Trustees, to the members of our Advisory Committees, to the Printing House staff and employees, we would like to express our appreciation for their great assistance and loyal support.

Respectfully submitted,

Joseph B. Woolief, Chairman

Carson Y. Nolan, President

FEDERAL QUOTA ALLOTMENTS

Although the Federal Quota Allocation of materials, aids, and equipment is to the State Department of Education and remains property of the State, traditionally the Clearinghouse Depository for Handicapped Students establishes Quota accounts for school systems based on the student per capita amount times the total number of blind students they have registered. The individual school system accounts enable teachers to participate directly in the selection and ordering of materials appropriate for their legally blind students. The process also assures a more equitable distribution of materials, aids, and equipment to school systems serving blind students.

To date, we have received no official written statement from Dr. Nolan on the 1983-84 Federal Quota allocation to California. However, he announced to the trustees in attendance at the annual meeting that the federal funds for the program were being appropriated on a continuing resolution based on the 1982-83 congressional appropriation. With funding at the same level of the previous year and an increase in registration of blind students, the per capita allotment was projected at \$113.25. Dr. Nolan further announced that unencumbered balances assigned to states last fiscal year had been withdrawn as of September 30, 1983, for reassignment to other projects and/or redistribution this fiscal year among states, nationally, proportionate to their January 1983 registrations.

NEW ITEMS IN PRODUCTION

The Research and Development Committee, made up of ex officio trustees, met twice during the year, in May and October, to consider the activities of the Research and Production Department of the Printing House. During its two meetings, the Committee gave approval for the following:

Introduction to Map Study: The Globe

Fundamental Skills in Tactile Graph Interpretation

Fundamental Math Concepts for Physically Handicapped Students (FOCUS)

Home-Based Media Approach for Developing Critical Skills in Young Visually Impaired Children (0-24 months)

Light Box Materials—Level II

In addition, the Committee approved the fiscal 1983 Report of the Department of Educational Research which described activities in materials development projects for early childhood and multihandicapped, low vision, braille reading, mathematics, social studies, tactile graphics and educational measures.

These new items are all scheduled to be available for distribution to schools during the late summer of 1984.

NEW PUBLICATIONS - BRAILLE AND LARGE TYPE

The APH Publications Committee evaluated and approved for braille and large print production the following publications scheduled for distribution in summer of 1984.

Elementary Library Books

- ALLISON'S GRANDFATHER. Peavy, Scribers, 1981. Gr.3-4
- ANIMAL, THE VEGETABLE, AND JOHN D. JONES, THE. Byars Delacorte, 1982, Gr. 5-8
- TIMES UP! Heide. Holiday House, 1982. Gr. 4-6
- VIOLIN MAKERS GIFT, THE. Kushner. Farrar Straus Girous, 1982. Gr. 5-6

High School Library Books

- CHILD OF THE MORNING. Corcoran. Atheneum, 1982. Gr. 6-9
- GIDEON. Aaron. Lippincott, 1982, Gr. 7-10
- ROCK 'N' ROLL NIGHTS. Strasser. Delacorte, 1982. Gr. 8-10
- WON'T KNOW TILL I GET THERE. Myers. Viking, 1982. Gr. 6-9
- YEAR OF SWEET SENIOR INSANITY, THE. Levintin. Atheneum, 1982. Gr. 8-10

English Grammar and Composition

- BUILDING ENGLISH SKILLS, McDougal. Littell.
- BROWN LEVEL. 1981. Gr. 3
- AQUA LEVEL. 1981. Gr. 4
- SILVER LEVEL. 1980. Gr. 5
- GOLD LEVEL. 1980. Gr. 6
- RED LEVEL (Revised Edition). 1982. Gr. 7
- GREEN LEVEL (Revised Edition). 1982. Gr. 8
- ORANGE LEVEL (Revised Edition). Gr. 9
- BLUE LEVEL (Revised Edition). Gr. 10
- YELLOW LEVEL (Revised Edition). 1981. Gr. 11
- PURPLE LEVEL (Revised Edition). 1981. Gr. 12

Spelling

MACMILLAN SPELLING, Series S. Smith,
et al. MacMillan. 1983. Grades 2-8

French

ET VOUS? Jarvis, et al. Holt, 1983. Book
1. Gr. 9-12
NOUS TOUS. Jarvis, et al. Holt, 1983.
Book 2. Gr. 9-12

History

THIS IS AMERICA'S STORY. Wilder, et
al. Houghton Mifflin, 1983. 5th Edition.
Gr. 7-8
PEOPLE AND NATIONS, A WORLD
HISTORY. Mazour, et al. Harcourt, 1983.
Gr. 9-12

History: High Interest-Low Vocabulary

AMERICAN HISTORY. Abramowitz. Follett,
1983. 6th Edition. Gr. 9-12

To resolve the problem of producing specific titles in limited numbers in response to local needs, a new procedure for production was recommended by the publications committee. The procedure is as follows:

Titles that the committee hesitates to approve due to uncertainty of need will be presented to trustees at the annual meeting after they have been channeled through the editorial department for cost estimation.

Trustees will review the materials on open display at the annual meeting.

Trustees may commit (in writing) Quota Funds to cover, entirely or in part, the costs of plates and printing.

Further titles recommended to be produced through this procedure are as follows:

BOY SCOUT HANDBOOK
THE TERM PAPER, developed by a teacher
from Indiana to assist blind students
the preparation of term papers
SUCCEEDING IN THE WORLD OF WORK

To facilitate the quick production and immediate delivery of short run, large type publications, the Printing House plans to acquire equipment and produce by a microfilm-to-photocopy process. Concern was expressed by trustees over the enlargement of graphs and other drawings through this process. APH staff agreed that special treatment would be given to such pictorial materials.

CDHS ACTIVITIES

Staff of CDHS has continued responding to requests from school personnel referencing new textbooks in special media; shipping materials from the depository and arranging for the transfer of materials, aids, and equipment among schools; processing federal quota orders; coordinating production of books in special media not already available to our students; recording textbooks for our Master Tape Library; offering curriculum assistance to special educators in our schools and the Department of Education.

In response to requests for materials for preschool children, special arrangements with the Printing House, using special Quota allotment funding, have enabled us to contract for three booklets authored by Lois Harrell, Variety Club Blind Babies Foundation. These are scheduled to be available in early spring:

POEMS FOR FUN, BOOK II, RISE AND SHINE,
and TACTILE WORD ASSOCIATIONS.

Newly adopted social science texts scheduled for distribution in fall of 1984 are also under production; volunteer transcriber organizations are already preparing masters for many of these titles.

A vital activity of CDHS' operation is the program of inventoring newly acquired materials, aids, and equipment purchased by school systems directly from sources. This activity is ongoing, and we welcome not only the formal reporting on the inventory form (776-001) distributed to school systems each spring, but also formal reporting to us during the year. The transfer of surplus items—educational materials, aids, and equipment not in use among schools in accordance with changing needs, is not only

cost effective, but also saves local funds for the purchasing of new items. The reporting of transcribers, both school employed and volunteer, of special media books in progress and completed also assists with the acquisition of sorely needed new books. We at CDHS extend our sincere thanks to each of you for your help in reporting such information to us and for sharing materials, aids, and equipment throughout the state as need by visually handicapped students.

Fred L. Sinclair
Director, CDHS

CAPITAL CORNER

ASSEMBLY BILL 1773

Readers will be particularly interested in following and, perhaps, supporting Assembly Bill 1773, introduced in the 1983-84 session of the Legislature by Assemblyman Louis Papan.

Sometimes referred to as the "Special Education Commission's bill" because it contains a funding model for special education programs which was developed by the State Advisory Commission on Special Education, the bill also carries special funding for low-incidence services, supplies, and special equipment. Specifically, this funding would be based on an allowance of \$560 per low-incidence-disabled student. The bill establishes a definition of pupils with low-incidence disabilities as "individuals with exceptional needs who require intensive instruction and training in programs serving pupils with the following profound disabilities: deaf or severely hard-of-hearing; blind or partially sighted; deaf-blind; orthopedically handicapped; health impaired, including autism; multi-handicapped; seriously emotionally disturbed; or severely mentally retarded."

Most of the money would be earmarked for materials and equipment; no more than 35 percent could be used for services. There is a funding limit for each Special Education Local Plan Area (SELPA) based on the K-12 enrollment.

CTEVH SILVER JUBILEE

SAN DIEGO MAR. 22-24

This bill further requires early childhood educational programs for handicapped children under the age of four years, nine months who require intensive special education and services; and would repeal the requirement that districts pay 10 percent of the excess annual cost of the education of students attending a state-operated school.

Other, more generalized, portions of the bill include a reduction from ten percent to nine percent of the total K-12 population, revision of the entitlement for regionalized services, permission for the establishment of demonstration programs for handicapped children, and retirement of the local general fund contribution for special education over a five-year period.

Any citizen may receive one copy of the bill by writing to the Bill Room; State Capitol Bldg.; Sacramento, CA 95814.

It is anticipated that the bill may include further amendments when the Legislature reconvenes in early January.

REFORMS IN SPECIAL EDUCATION

The Office of Special Education is engaged in a giant task of identifying and developing issues pertinent to Superintendent Honig's announced intention to bring about reforms in special education during 1984. Since the identification and development of the issues are only beginning steps, readers will be kept informed as further steps are undertaken.

Staff, Office of Special Education
State Department of Education

OUR SPECIALISTS SAY . . .

THE TRANSCRIBER'S GROUPING SYMBOL

The word "grouping" is intentionally underlined above.

Many math transcribers often forget that this symbol (the underline) is, indeed, a grouping symbol, and, as such, is subject to the same rules as any other grouping symbol, such as parentheses, square brackets, etc.

In particular, pay attention to the rules for the use and non-use of contractions adjacent to grouping symbols. You cannot contract any whole word lower sign, whether capitalized, italicized, both or neither, which is in contact with a grouping symbol. You cannot contract "the", "for", "with", "and" or "of" whether whole or part words next to these, either - again, whether capitalized, italicized, both or neither, or when punctuation intervenes, adjacent to grouping symbols.

[illegible]

Joyce Van Tuyl
CTEVH Braille
Mathematics Specialist

IS BIGGER BETTER?

Transcribers seem to be brainwashed from their very first experiences of doing tactile illustrations into believing that every illustration must be enlarged to the maximum extent allowed by the dimensions of the braille page. This is a valid belief in many cases. In fact, there are times when that dimension is not large enough and the illustration must be broken up in some way and be shown on several pages. However, there are cases where unnecessary enlargement not only does not help the blind reader, but may actually do him/her a disservice. How do you know? Let us consider several classes of illustrations:

1. Primary materials where simple shapes are substituted for print pictures - think small. The fingers of a kindergarten or first grade child are very small. If your student is counting shapes and has to cope with big forms, by the time he has encompassed each shape, he will have forgotten how many he has "read".

2. Cartesian graphs where there are many lines of various purposes and many labels - think big. You will need to enlarge to provide good distances between diagram elements and space for labels so that there will be no confusion as to what is being labeled.

3. Where shape and proportion matter - think small. Remember that the eye can encompass a large shape and discern its components very readily, whereas the fingers must trace the shape and its components. A good example is a pie graph. Consider the purpose of a pie graph. It is a device to give a quick visual picture of fractional parts. The eye can see at a glance the circle, the radii, and the labels—usually inside the pie. The form and the proportion of the pie are readily apparent to the eye. Consider the blind reader. If the pie is made full page size and the labels placed in the various wedges he will have a difficult time grasping the proportions. You may as well have listed the items. That is the key: the information in the graph could have been listed in a table; the pie graph was

drawn to give a visual picture of the proportions. The transcriber, therefore, should draw the pie graph as small as possible, but not so small that any chord (distance from the end of one radius to the next) is less than one-half inch in length. All labels should be placed outside the pie.

When faced with an illustration, think of the purpose it must serve. Think of the blind reader exploring the illustration with his fingers. With these two thoughts in mind, lay out your diagram to the optimal advantage of each.

Jane M. Corcoran
Tactile Illustration
Specialist

LARGE TYPE

I have been using an easy way to copy complicated drawings or maps from ditto masters which have the answers (for teachers) on the inkprint side and cannot be copied for student use without editing with correction tape or fluid. Onto a mylar (plastic) transparency sheet, copy the reverse side (purple inky) of the ditto. Then from this reversal (turned right side up) make a paper copy for the student. These plastic sheets are expensive, but well worth the expense in producing very complicated drawings or material that can't be retyped.

I'd also like to let you know how terrific the correction fluid is that is made exclusively for photocopies—doesn't smear and dries quickly to eliminate bits of copy. It is expensive but does a great job.

If you are in the market for a copier, ask a friendly dealer to share the information he has in a publication called Hanson's Guidelines. This is a publication which analyzes copiers—prices, cost of upkeep, price per sheet, warranties, rental/lease, quality of product, reliability of machine, many advantages/disadvantages. Covers most major producers of machines. It is printed several times per year and is a great aid to those who must take the responsibility of selecting an expensive piece of equipment.

Marian Wickham
CTEVH Large Type Specialist

DO YOU KNOW R.H.?

I think it may be time to speak of this once again. If you've been brailleing for a while, you're aware that "R.H." stands for RUNNING HEAD.

Many transcribing groups use it, primarily as a safeguard against the little leprechauns who misplace, misfile, or otherwise mix up pages of transcribed material. Of course, the master sheets may have identification penciled in but the thermoform copies do not.

The R.H. is the title of the book or, when necessary, a condensation thereof.

On title pages and on the first page of text in each volume, the full title must be used, in double caps, using as many centered lines as necessary. On all other pages (including contents, dedications and any other preliminary pages), only one line may be used. In literary braille this is the same line as that on which the braille page number appears. Assume that the page number, including the number sign, will eventually require four cells; add to this the six cells needed to provide the three clear cells required at each end of the R.H. On a 38-cell line, this leaves 28 cells as the maximum number to be used for the R.H.

DO NOT shorten the full title in any way if it will fit in double caps. If it will not, you may switch to single caps. Then, and only then, you may eliminate unnecessary words. Examples:

THE LAST OF THE RED HOT LOVERS—This uses 36 cells and will not fit as the R.H.

The Last of the Red Hot Lovers—This uses 26 cells and will fit on the top line.

AN INQUIRY INTO THE HUMAN PROSPECT—This takes 40 cells - too many for the R.H.

An Inquiry into the Human Prospect—30 cells still too many for R.H.

Inquiry into Human Prospect—uses 27 cells - now it may be used as R.H.

A REMINDER:

Remember that in double capping, EVERY word must be double capped with the exception of A, I, and O, which require single

cap only. So ... this means that there can be no joining of words such as "and", "for", etc. In a single cap title, any word, such as "the", "and", "of", etc., is not capitalized unless it is the first word of the title.

Once you've established your R.H. it must remain the same throughout the entire transcription. Do NOT use the names of individual chapters, stories, etc. These would be of no help in finding a home for a wandering page.

Do not skip a line after the R.H. unless a skipped line is required because of a centered heading or a break in text.

If the R.H. is not presently used by you or your group, you may wish to consider the many advantages of doing so. In the meantime, just for fun and practice, go to your bookshelf and pick some challenging book titles to prepare. (And I know you will not, of course, chicken out and select titles such as SHANE, SPACE, CHESAPEAKE and PASSAGES!) Good luck.

Elizabeth Schriefer
CTEVH Literary
Braille Co-Specialist

MUSIC BRAILLE

(NOTE: The following article is reprinted, with permission, from the NBA BULLETIN, fall 1981.

Elinor Savage
CTEVH Braille Music Specialist)

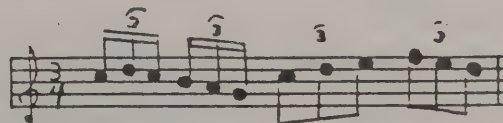
PROBLEMS FROM THE CONFERENCE WORKSHOPS

Georgia Griffith, Chairman

At the NBA National Conference in Albany the music workshops were well-attended. For those of you who were unable to be with us, I shall review some of the problems presented.

Doubling

In order to use doubling for groups of notes at least four consecutive sets of like time-value must be present. The triplet sign may not be doubled in the following example since both eighth-note and sixteenth-note groups are found.



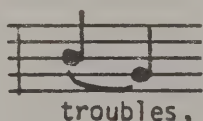
Footnotes

In recent transcriptions I have found far too many transcriber-added footnotes: chatty notes, notes explaining what has just been stated in the text and notes pointing out obvious situations. Think twice before adding a foot note. If you truly feel that the note is justified, be as brief as possible.

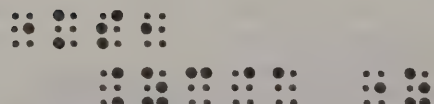
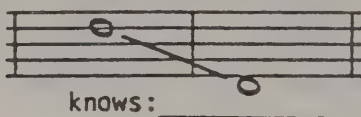
Vocal Portamento

Nearly all two-note slurs in vocal music should be brailled as portamento. Two types are found:

a. the short portamento involving two syllables and two notes a small interval apart.

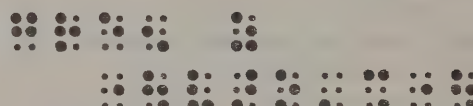
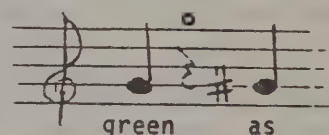


b. the long portamento involving two notes a large interval apart. The latter is usually accompanied by the word "Portamento". In the example below the syllabic slur is used because both notes are sung on the same syllable.



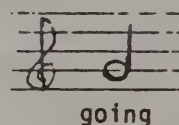
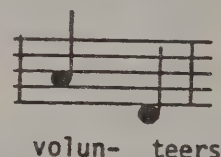
No Breath

When a zero appears over a note or rest in a vocal number it indicates that no time is to be stolen from that note or rest for a breath; continuity of poetic thought is to be maintained. A word sign followed by the letter o should be brailled after the note or rest under the zero. The following note requires an octave mark. Example:



Elided Syllables in English

Many transcribers do not recognize interior elisions - two syllables merged on one note within a word. Be on the alert for examples such as the following:



The Music Braille Committee is standing by to assist you with your transcribing problems. Please share them with us.

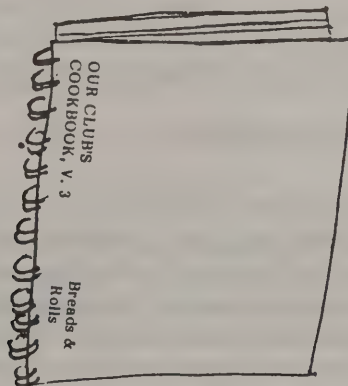
A LITERARY BRAILLE POTPOURRI

A DELICIOUS SUGGESTION

Most cooks, whether blind or sighted, own a variety of cookbooks, each of which has separate sections on such things as Meats, Vegetables, Salads, Breads, Cakes, etc. The blind cook, however, has a number of braille volumes for each cookbook, and it can be a bother taking volumes from the shelf to search the Contents pages for the type of food you're planning to cook.

An excellent suggestion comes to us from Mrs. Freddie Peaco, the Volunteer and Consumer Specialist at the National Library Service for the Blind and Physically Handicapped. In addition to the braille label already running down the edge of each volume, she adds a label of her own that indicates what subject (or subjects) are to be found in that particular volume. Just a word or two is enough, usually. In that way, she need only tip her book slightly on the shelf to discover what kinds of foods are covered in that particular volume.

The label can be brailled on Brailon (from American Thermoform), or on Kleer-Adhere (from most stationers), or even on Dymo tape (from any stationer and most super-markets or drug-stores). Whatever your group uses for putting title-labels on completed volumes, an extra contents-indicator label would be a boon to any cook. Try it and see how your clients like it.



"OOPS" IS A UNIVERSAL DISEASE

In the Summer 1983 issue of TCT, page 55, a group of problem proper names was discussed. Normally I check all Problem Word Lists before calling the magic 800-number in Washington; and I assume that other transcribers do the same before they ask me. But here's an instance where I wrote to Maxine Dorf and didn't discover until later that a proper name is in the Krebs Problem Word List:

Francene - using the en- rather than the ance-sign. What can one do when the two major experts disagree? Since this word hasn't been ruled on by any Braille Authority, I guess you can follow the preference of your group's professional proofreader. Personally I like Francene better than Francene because of the stress, but that is personal preference, not an official ruling, so . . .

THE LEXI-CON-GAME

We've all been thoroughly indoctrinated (I hope!) in the belief that a word must NEVER be divided at the end of a line without first looking it up in the dictionary. But there's a rub — there's no such thing as "the" dictionary.

The "Green Krebs" Preface states that one of its sources was WEBSTER'S COLLEGIATE DICTIONARY. WEBSTER'S NEW WORLD DICTIONARY has been the one in braille, available from APH, hence used by most professional proofreaders, so many transcribers have used that dictionary or its derivatives (such as WEBSTER'S NEW WORLD SPELLER/DIVIDER). Now NLS has produced its long-awaited voice-indexed dictionary (and special thanks again to James Chandler for developing this technique) — but they picked the CONCISE HERITAGE DICTIONARY, an abridgement of the AMERICAN HERITAGE DICTIONARY. This, too, is available from APH, for only \$82.54, and takes only 56 cassettes in five binders, so it will probably be widely used by proofreaders in the near future.

So what do you, the transcriber, do about dividing words? First, be SURE you look up every word before you divide it. Second, choose a reputable dictionary whose copyright is less than ten years old. Third, be sure to advise your proofreader which dictionary you have used in doing your transcription. BANA (the Braille Authority of North America) has not given official sanction to any one particular dictionary.

If you're working with a guild, it might be wise for the entire group to decide upon a particular dictionary, so that group's proofreader will have a uniform standard for word division. (No, Virginia, you may NOT have the kind of freedom that allows computer-produced press-print to come up with fascinating word divisions like:

rat-		mans-
her	or	laughter

ARABIC IS NOT JUST NUMBERS

Thanks to Ernestine Russell of Davis for some interesting problems:

4 SON OF THE BLACK STALLION

he had been held for so many days. The men, too, were as impatient as the blacks, bays, and chestnuts they rode. Ê . . . yes! It had taken them ten days to cross the Great Desert from the mountain stronghold of their sheikh, Abu Ja' Kub ben Ishak, who led them. Ten days! When other trips had taken them but four! Ten days of constant riding, halting during the day only for prayer, to turn toward Mecca with a reverent "La ilaha-'llah: Muham-madam rasula-'llah." And then they would be in the saddle again, their long limbs wrapped about the girths of their mounts.

. . .

this long slow march across the Rub' al Khali. It was he, as much as his great black stallion of a father, who had caused them to ride with heavy hands upon unslung rifles for so many suns. Only for the possession of the mighty Shêtân and his firstborn, worth all the treasures beneath the sun and moon, would other desert tribes dare to challenge the might of the powerful Sheikh Abu Ja' Kub ben Ishak! But now the worst of the trek was over, for ahead was Addis and the ship of the sea which would take the young colt to another land.

Nearing the outskirts of town, the sheikh raised his rifle high in the air, and then slung it over his shoulder; and it came to rest with those of his men.

Fortunately my delightful Egyptian neighbor, who was a teacher of Arabic for many years, always solves these problems for me.

Beginning with the italicized E with a circumflex over it: this is not really a word, but a hesitation sound, similar to our "er". Since the letter does not stand alone, it couldn't possibly be mis-read as the contraction for "every", so you'd just braille: italic capital accent E space ellipsis space yes!

o o o o o o o o o o o o o o o o

The name of the sheikh doesn't involve accents at all, but rather apostrophes, and should be brailled unspaced, since "Ja'Kub" is actually one name, pronounced in Arabic "Yakoob", and in Arabic is frequently written without the apostrophe. But since the print uses it, you must put the apostrophe in.

The same thing applies to the "Rub'al Khali"; braille it as an apostrophe. The apostrophe is also used in "La ilaha-'llah".

IS A PUZZLEMENT?

Marge Bregar, of Laguna Hills Transcribers, continues to send in questions that have cropped up among their members that others might enjoy sharing. (They're lucky to have one of the best Assignment Chairmen in the state to answer their questions.)

- a. What if part of the word "afterwards" is in parentheses, as:

after(wards)?

You can't use the "afw" short-form for "afterwards", of course. But there's no reason you can't use the short-form word for "after", followed by the parenthesis and the rest of the word: after(wards). That is, assuming it is in ordinary literary context. If it shows up in a textbook or a workbook, the problem, AND A SUFFICIENT AMOUNT OF SURROUNDING TEXT, should be xerox'd and sent to our Textbook Braille Specialists, Betty Smith and Billie Anna Zieke.

- b. What if the word "to" comes after the hyphen, as in:

How-to for Moneywise Travelers

Can we or can't we contract the "to" sign and hook it to the following word? The 1980 Code revision does not speak to this point. But John Wilkinson, of NLS, agrees with me that the "to" sign should not be used here, with the preceding hyphen. There must be lots of examples of this in our self-help world of books and articles, and about "How-to Hints", "How-to Books", etc. (And it sounds like a point that should be discussed and clarified by the present BANA Literary Braille Technical Committee.) Of course, without the preceding hyphen, the new rules would call for contracting and joining, as in:

A HOW TO BOOK

- c. Some transcribers are still confused about double-capped headings under the new rules: to join, or not to join, that is their question. For some reason, we ARE allowed

to contract and join "to", "into" and "by" as in:

IT'S FUN TO GO BY TRAIN

but (though we do contract), we ARE NOT allowed to join "a", "and", "for", "of", "the", "with", as in:

A RUN AND A RACE FOR THE GLORY

(As a sighted transcriber, it seems to me that these would be just as clear if they were joined, but the rule says they must NOT be.)

- d. For some reason, a lot of people are also bothered by part-word lower-sign syllables that show up at the end of the print line. If it's just the one syllable standing alone, it should be no problem - DON'T CONTRACT in cases like:

he in- our dis- we con- an en-
tends cussion ferred tire book

If you contracted them, you'd have "two lower signs standing alone together" which is a No-No. (The hyphen of course is a lower sign.)

A very extensive discussion was given in the Fall 1977 TCT, pages 131-132, with corrections in the Winter 1977 issue pages 28-29. If you don't have those back issues, ask your Guild chairman to provide you with re-prints. Our Editor assures me this is permissible IF the re-prints are clearly labelled to cite the source.

Norma L. Schecter
CTEVH Literary
Braille Co-Specialist

CTEVH SILVER JUBILEE

SAN DIEGO MAR. 22-24

APPLICATION FOR CTEVH AWARD	
In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.	
Send to: Mrs. Elizabeth Schriefer, Awards Chairperson 751 El Encino Way Sacramento, California 95825	
My check in the amount of _____ payable to CTEVH is enclosed for pin _____ charm _____. (The cost of a 10K gold pin or charm is \$25.50, including postage and handling. Gold-filled pins may be purchased for \$10.50 each.)	
Name (Mr.) (Mrs.) (Miss) (Ms.) _____	
Address (including Zip) _____	
Guild or Affiliation _____	
BRAILLE (Library of Congress Certification required)	
Literary braille pages.	_____
Nemeth braille pages _____	times 5/4 equals _____
Music braille pages _____	times 5/4 equals _____
TOTAL braille pages (Qualifying: 5000 pages)	
TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours).	
LARGE TYPE PAGES (Qualifying: 10,000 pages).	
SPECIAL SERVICE HOURS (Qualifying: 1000 hours)	
(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each pupil successfully completing a braille transcribing course, with proportionate hours credited for a pupil who does not complete a course.)	
Verifying signature of Group Chairperson or Administrator _____	

THE WEBSTER'S NEW
COLLEGIATE DICTIONARY:
A NARRATOR'S PERSPECTIVE

or

THE IMPORTANCE OF PREPATORY PERUSING

When was the last time you read your dictionary? A standard desk dictionary is probably the reference work most frequently used by the recording volunteer. If the dictionary gets cracked only when individual entries need looking up, though, some of its greatest potential may be wasted. The time a narrator takes to learn each dictionary's unique method of organization can greatly improve and expand his use of this indispensable reference tool.

The reference work recommended in the NBA Recording Manual is THE WEBSTER'S NEW COLLEGIATE DICTIONARY. This multipurpose dictionary contains many special features to facilitate better the location and understanding of pronunciations, abbreviations and symbols. Your dictionary's table of contents can help you uncover this important information.

At the front of the dictionary is the Explanatory Chart and Notes. This section "decodes" the shorthand used in dictionary entries. The chart lists examples of the various forms of notation found in individual entries. Each example refers to the page in the notes section where an explanation to the example may be read.

Though narrators should be aware of information contained in all the different portions of the Explanatory Notes, the pronunciation notes beginning on page 11a should be given particular attention. This portion explains, for instance, that end-of-line divisions presented in a word's main entry don't always coincide with syllabic divisions given in the pronunciation entry (i.e. if the word "metric" is being split at the end of a typewritten line, the main entry gives the end-of-line division as "met-ric"; the pronunciation division of the word, though, is "me-trik"). Stress mark usage is also clarified. In this dictionary the stress mark precedes the syllable that receives the stress. Additionally, the main stress appears above the syllable, while any secondary stress marks are given at the foot of syllables. The format

used to present variant pronunciations is also explained. The pronunciation notes, which contain such an important, though mercifully brief, explanation of pronunciation organization, certainly warrant a thorough reading.

On the page before the main dictionary section begins, as well as on the front and back covers, is the complete listing of pronunciation symbols. For quick reference, the most commonly used symbols in this list are also reprinted in the lower right-hand corner of every other page in the dictionary. These symbol keys demystify the oftentimes intimidatingly exotic combination of orthographic and diacritic symbols and marks used to represent the spoken word. A word like "theophylline", for example, is written phonetically as:

\ thē - ' äf - ə - lən \

The symbols are keyed to sounds of commonplace words:

\ thē \ using the same vowel sound as the ea in easy;
\ äf \ like the o in cot; \ ə \ as in abut; and
\ lən \ again, like the vowel sounds in abut.

Any combination of symbols in the dictionary can be easily translated using the pronunciation key in this way.

Incidentally, for all you truly zealot narrators, the symbols used in the WEBSTER'S NEW COLLEGIATE DICTIONARY are more thoroughly discussed in "A Guide to Pronunciation" in WEBSTER'S THIRD NEW INTERNATIONAL DICTIONARY. The Collegiate's one-page pronunciation key compares to fourteen huge pages of teeny-tiny print in the International Dictionary. Where the Collegiate says the "a" is pronounced like the "a" in back, the International can drone on about the same symbol for two paragraphs. It's nice to know the information is there, though, just in case the need ever arises.

Following the main dictionary section are special sections containing foreign words and phrases, and biographical and geographical

entries. These entries have a special pronunciation key on their page corners which also incorporates many of the more commonly encountered foreign sounds. If you're totally without knowledge of any other language but English, this key can be used more effectively in conjunction with the pronunciation key of a good foreign language/English dictionary and the foreign language sections in your NBA Recording Manual. Before a word can be properly pronounced, though, it must be found. Fruitless searches for proper names and places, and foreign phrases in the main dictionary can be avoided by looking in the back sections first.

Toward the back cover of the dictionary on page 1511 is the Signs and Symbols Key. This key contains a wealth of information concerning the translation of symbols in many different categories. The latest edition now contains computer flowchart symbols. Some symbols have different meanings in different categories. A Greek capital sigma sign, for instance, is translated as "sum" or "summation" in the mathematics section, and "sigma particle" in the physics section. Any non-alphabetizable symbol can be easily looked up by category in this special section.

All of the information mentioned above can be located using the index of the dictionary. Additionally, many other abbreviation and symbol keys and tables scattered throughout the main section of the dictionary are also listed in the index. These tables include translations of diacritical marks, chemical elements, metric and money symbols, and much more, useful information.

And as if all this isn't enough, good old Merriam-Webster has thrown in one last freebie on the back page for good measure: The New Language Research Service. This service will answer written inquiries concerning the pronunciation of any word. So, if you're reading along in a book like *ISHI: THE LAST YAH!*, and you come across an old native American word like "muk'antantciwa" or "pipt'cuni", put down your book and write Merriam a letter. She promises to give you a prompt, accurate, and concise response. Isn't that great? Somehow, though, I can't help visualizing a four-to-six week wait for a we-don't-know-either letter. The intent is there, though, and with all the other wonderful information contained between this dictionary's

covers, how can we help but admire this remarkable reference work?

Leslie Burkhardt
CTEVH Recording Specialist

HOW TO BRAILLE READING CIRCLE PRIMERS

My first professional braille position was working with braille reading students in the regular classroom. I sat and brailled or overwrote what was needed for the reading and math lessons while the student participated in the class lesson.

But we hit a snag in the first grade when it came to a reading circle for practice in reading aloud. Bluebirds read a new preprimer or primer every week. We were Bluebirds. When the reading circle was formed, Bluebird 1 was to read the first line smoothly and without hesitation, Bluebird 2 was to read the next line, and so on. All Bluebirds were numbered, but did not sit in numerical order.

This was my solution:

1. Use 11x11½ paper and 41 cells.
2. Start in cell 3 with sentence runovers in cell 1. (I didn't have braille line runovers because in most books of this type, a sentence is a paragraph.)
3. Braille double-spaced.
4. Follow the print line-for-line.
5. On line 1, braille text or running head, then print page number.
6. Braille down to line 11. Then put consecutive braille page number.
7. The first line of the lower-half braille page will be braille line 15, which will carry the print page number (with letter-additions if necessary). When finished, the pages will be cut horizontally, with each half-page becoming a separate braille page.
8. When there is a blank line in the print (between stanzas of a poem or titles) triple space (three blank lines) meaning hit the linespace key three times.

Here's a sample:

1 text	
2 blank	Print page number
3 text	
...	
11 last line of braille	Braille page number
12 blank	
13 -----cutting line -----	
14 blank	
15 text	Print page number
16 blank	
...	
25	Braille page number

If you need more than one copy, DO NOT cut page until it has been thermoformed. Spiral bindings and covers can be cut accordingly.

Workshops are coming so don't forget to send questions you want discussed. They must be in by February 1, 1984. This is for all textbook workshops. Betty Smith will be doing "Texbook Formats and Techniques", "Foreign Languages", "Appendices", etc. I'll be doing "Beginning, Beginning Textbook" and "Workbooks".

For those who attended last year's "Workbooks K-8 Workshop", bring your solutions to our NASTY PAGE title "Dictionary Terms." It looked a little like this:

<u>(E.S.T)</u>	abbreviation. Eastern Standard Time.
<u>(-est)</u>	suffix. Indicating the superlative degree of adjectives: biggest.
<u>(eth-i-ca)</u>	(ETH-i-kəl) <u>(adjective)</u> 1. Relating to what is right or wrong in

Billie Anna Zieke
CTEVH Braille Textbook
Format (Kindergarten-8th Grade)
Specialist

CONTRIBUTIONS TO THE CTEVH GIFTS AND TRIBUTE FUND

will be used to improve services to the visually impaired.
Make checks payable to CTEVH and mail them to:

**CTEVH GIFTS & TRIBUTES
741 NO. VERMONT AVE.
LOS ANGELES, CA 90029**

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT
MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE.

CONFERENCE REPORTS

REPORTS FROM CONFERENCE XXIV (San Jose, 1983)

(Workshops Nos. 108,204,307, and 408 are reported here.)

PRIVATE SECTOR RESOURCES FOR YOUR STUDENTS, Workshop #108

(Leader: Mary Morrison, Director, Peninsula Center for the Blind; Panelists: Annette Hess and David Gilbertson, San Francisco Lighthouse for the Blind; Sharon Connor, Sensory Aids Foundation; Pamela Santos, National Association for the Visually Handicapped; Ron Turner, Sacramento Society for the Blind; Clifford Soward, Northern California Society to Prevent Blindness; Mike Cole, Living Skills Center for the Visually Handicapped)

The workshop, Private Sector Resources For Your Students, consisted of a panel of representatives of six non-profit organization which provide services to children and/or young people from around the state.

Annette Hess and David Gilbertson from the Children's Services Department of the Lighthouse for the Blind spoke first. The Lighthouse stresses meeting the psychological and social needs of the children. They define their clientele as being school-age children, but they use that term broadly since many of the people they serve are somewhat older than the age normally associated with school. Most of the children are from low income families. They are mostly mainstreamed into regular classrooms and are struggling to deal with emotional or family problems. Much of the work of the Lighthouse is helping families deal with problems that effect visually impaired children.

One of the most important functions of the Children's Service is case management and coordination. An example was given of a child who had several doctors who never communicated with each other. The Lighthouse was able to get them together to develop a coordinated plan for the child.

The Lighthouse also provides assessment services, clinical services with therapy, school groups for children who don't meet other visually impaired children during the course of their regular shcool day, and educational services, including movement education to help with I.E.P.s, and placement issues.

The Lighthouse offers consultation to teachers on how to deal with specific children and are running group consultations for teachers in such subjects as child abuse. It also assists other professionals (e.g., psychologists) in learning how to serve visually impaired children. The Lighthouse for the Blind staff announced its summer school course to be held at San Francisco State on issues in working with children and families.

The next speaker was Sharon Connor from Sensory Aids Foundation. She reminded the group that the initial purpose of Sensory Aids Foundation was to provide low interest loans for people purchasing Optacons for employment. While still providing those loans, the agency has grown to facilitating employment possibilities for visually impaired people. A major project is to assist clients from the Department of Rehabilitation in job placement and to give technical advice to vocational training programs for visually impaired high school students.

A second focus of the Foundation is on a project named "Projects with Industry" which is directed toward getting blind people into jobs that use computers. Mrs. Connor noted that 75% of the jobs that Sensory Aids Foundation places people in use computers. She asked the audience to consider the importance of having their visually impaired students exposed to computers during their schooling.

Sensory Aids Foundation is involved in a cooperative program with the Veterans Administration to evaluate the ability of specific visually impaired people in the use of computers and computer equipment. This evaluation is done at the Sensory Aids Center at the Veterans Administration in Palo Alto. Sensory Aids also gives training in techniques for placing blind people in jobs to rehabilitation counselors for the blind. Sensory Aids is hoping to receive money to run a computer camp for blind children and at present would be very happy to give help and technical advice about computer equipment to teachers.

Pamela Santos from the National Association for the Visually Handicapped then spoke about her organization. It provides low vision aids, support groups, and library loans of large print books to any low vision person. It has a youth program two days a week for young people 13-18 years old. N.A.V.H. has large print books for fifth grade and higher which can be loaned to anyone and a series of booklets called "Monocular Max" which describes for children what low vision means and what low vision aids are.

Next, Ron Turner from the Sacramento Society for the Blind spoke about that agency's contracts with school districts for orientation and mobility services and its belief that one of the most important roles private agencies can play is as parent advocate in I.E.P. meetings. Sacramento Society is trying to bridge the gap left by Proposition 13 by providing weekend recreation services for school children in the area.

The major project of Sacramento Society that Mr. Turner discussed was the Self-Reliance Institute. It is a seven-week intensive summer program for 16 to 20-year-olds. Twenty-four young people are taught to live independently while having work experience. The clients are taught such things as how to fill out employment applications, how to look for jobs, etc. They also have to plan and prepare meals and learn other daily living skills. They have seminars on how to rent apartments, how to care for children, etc. They have movement education and dance classes; they go on camping trips and outings. Between 160 and 200 volunteers are involved in the project with Sacramento Society.

Jobs are found in various places in Sacramento so that the young people can work four hours a day, five days a week, for four weeks. The actual cost to Sacramento Society is \$1,800 a student for the seven weeks. However, the fee will be between \$710 and \$750 this summer because of foundation support. Mr. Turner said that any young person living anywhere who needs these kind of skills can go to the Self-Reliance Institute.

Mr. Clifford Soward of the Northern California Society to Prevent Blindness gave out its materials on eye care and accident prevention and described its program for K through 12 for instructing children about what the eye is and how it works. The Society to Prevent Blindness has special films about eye safety, ambliopia, and other eye conditions, etc. All materials are free.

Mike Cole, from the Living Skills Center for the Visually Handicapped, spoke about the residential program in San Pablo. It has apartments in a regular apartment building where two blind/visually impaired people share the financial responsibility and the responsibility of day-to-day care while learning to live independently.

The Living Skills Center has five teachers (two orientation and mobility instructors, two living skills instructors and a person on night duty). Mr. Cole pointed out that living skills cannot always be learned at home. The Living Skills Center provides an atmosphere in which people can practice their skills, because repetition is crucial.

The most appropriate clients for the Living Skills Center are people for whom high school is no longer appropriate, mainly people 18 to 30 years old. Highly motivated people of whatever intellectual level do best in the program. Mr. Cole said the program is not good for people who are not really interested in learning living skills.

Another purpose of the agency is to spread the word that living independently is possible for blind people. By the agency's very existence it is telling the general public that visually impaired people can be independent.

The Living Skills Center staff is funded by a case service grant from the Department of Rehabilitation. All the teaching is done on a one-to-one basis and, thus, is personalized. The Center's philosophy is to use the person's vision (if he/she has any residual vision) as much as possible. The agency's major challenge is communicating the complexities of daily routines to their clients and getting them to understand when to use the skills they have learned.

MECHANICS OF BRAILLE MUSIC, Workshop #204

(Leader: Georgia Griffith, Chairperson, NBA Braille Music Committee; Panelist: Bettye Krolick, Past Chairperson, NBA Braille Music Committee)

After the participants introduced themselves and stated their interest in the subject, I began a discussion of the choral music format. The difference between a simple syllable division and a vowel carryover was explained. There was a spirited discussion about the general layout of the braille music.

A question was asked about where to place the print page turn. The answer was that it should be in the music line only and in bar over bar format, the page turn should be brailled in all music lines.

An explanation was then given of how to write the unusual time signature: quarter plus quarter plus dotted quarter. This should be placed in literary parentheses, since the plus sign could be mistaken for a third interval.

Metronome markings and key and compass were then discussed.

Bettye Krolick then presented some guidelines for transcribing modern music. She stressed the fact that guidelines are not rules. She presented some modern music which brought groans from the experienced transcribers.

Bettye explained that it IS possible to transcribe this strange-looking music. First the transcriber must check the official code for any signs that can be used. If none are available, the transcriber may devise what is necessary, covering each new sign with a Transcriber's Note.

Both Bettye and I stressed that we would help anyone who needed assistance. The transcribers were reassured and more relaxed about modern notation at the conclusion of the session.

HOW TO GET IN THE SCHOOL BAND, Workshop #307

(Leader: Bettye Krolick, Music Resource Specialist; Panelists: Jack Braziel, V.H. Itinerant Teacher, Campbell; Peter Wilson, high school student; Brian Miller, high school student)

Peter Wilson reported his success in getting not only into his high school band but also in the honors band for selected students from all over the state. Peter plays clarinet. He participates in marching band formations - staying near the sousaphones who have less complex movements than some of the smaller instruments. When the band marches in parades, the members on each side attach elastic (bungee) cords to their belts and his. Peter reported this works fine unless someone is wearing loose pants that twist unexpectedly. Peter also brought a tape prepared by his clarinet teacher with a clarinet band part on it. The teacher taps rhythm, plays the notes, and indicates measures of rest collectively ("12 measures rest"). Peter listens, compares pitches with his instrument, and memorizes from the tape. He prefers braille music for his clarinet solos because the braille includes all details of nuance and direction as well as the music itself. All of his solos have been available from the collection of braille music on loan to individuals from the National Library Service for the Blind and Physically Handicapped, Washington, DC 20542. Peter also plays piano and synthesizer.

Informational handouts were distributed to participants listing resource locations and type of services available from them. Samples of other material available from NLS/BPH such as Popular Music Lead Sheets, The Musical Mainstream, and large print music were examined. Other types of large print facilities and samples of music in various sizes were discussed and shown. Participants experimented with writing music on paper laid across screen wire. This enables students to feel shapes of the print staff, notes and clefs drawn by themselves or others.

Brian Miller enjoys singing in his school choir but had never seen braille music. During the second part of the workshop Brian learned to read all the notes of braille music along with their time values. In addition he learned to read key and time signatures accurately. Teachers followed along as he was learning and then received print and braille copies of How To Read Braille Music, Book I by Krolick. They will be able to pass on this self-help resource to other students.

Jack Braziel stressed that both Peter and Brian had succeeded at music because of their own motivation. With very little special aid, they were able to pursue their musical endeavors independently and successfully. This workshop clearly demonstrated the benefits of music for the visually impaired student as listed on the handout sheet: opportunity for greater social interaction; widen horizons with new experiences; develop independence; increase skills - build self-confidence; increase attention span; extra-curricular activity - fun!

A MODEL LOW VISION ASSESSMENT PROGRAM, Workshop #408

(Leader: Connie Loarie, Lecturer, San Francisco State University; Panelist: Linda Joseph Roessing, Principal, California School for the Blind).

Proper eye examination must be conducted by the eye-care specialist. But functional vision assesment is the province of the teacher of visually handicapped, who has a thorough opportunity to observe the child's use of vision in many settings.

The teacher needs to understand clearly how the child operates visually. Without this understanding, neither vision stimulation nor sensory stimulation programs can be developed and implemented.

Testing non-verbal or severely multihandicapped children is a challenge for anyone. The eye-care specialist who is unused to testing such youngsters will often record "unable to test" on the eye report form.

Thus, for many reasons, the teacher needs simple testing techniques, based on observational skills, to chart and outline the child's visual strategies.

The Sheridan Tests for Young Children and Retardates (STYCAR) are very useful for the teacher. These include the Rolling Balls Test, which tests horizontal tracking skills at 10 feet; the Miniature Toys Test, which checks visual acuity at 10 feet; and Near Vision Test Cards, which utilize matching skills on nine simple letters. Administration of these tests requires no language ability for the student.

Other simple tests exist, as well, such as those utilizing the Lighthouse Schering Symbols (house, umbrella, apple), or the bead-thread test for near vision.

These tests were demonstrated and discussed, and a video tape was shown, using the rolling balls test with a 14-month old boy.

EXECUTIVE BOARD 1983-84

President: LEAH MORRIS 3928 Sunny Oak Rd., Sherman Oaks 91403
Vice-President: ROBERT DODGE 65 Linaria Way, Menlo Park 94025
Secretary: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS 152 Hamilton Ct., Los Altos 94022
C. ROBERT CALHOUN 6404 Linda Vista Rd., San Diego 92111
BOB ELFord 4097 39th Ave., Oakland 94619
JIM FISHER 760 E. Robinwood, Fresno 93710
LIL GARDNER 7046 Park Manor Ave., North Hollywood 91605
LYNNE LANEY-MILO P.O.Box 995, Georgetown 95634
JOAN S. LEVY 339 Loma Media Rd., Santa Barbara 93103
MAUREEN REARDON 114 Peony Ct., Fremont 94538
CATHY ROTHHAUPT 2424 Roslyn Way, Sacramento 95825
JANE O'CONNOR VERHAGE 741 N. Vermont Ave., Los Angeles 90029
BILLIE ANNA ZIEKE 2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR (Ex-Officio) 721 Capitol Mall, Sacramento 95814

CTEVH SPECIALISTS

BRAILLE

Literary: NORMA L. SCHECTER (714) 536-9666
8432 Northport Dr., Huntington Beach 92646
ELIZABETH SCHRIEFER (916) 486-9242
751 El Encino Ave., Sacramento 95825
Mathematics: JOYCE VAN TUYL (415) 962-9494
854 Jordan Ave., Apt. E., Los Altos 94022
Music: ELINOR SAVAGE (619) 328-8003
350 Andora Way, Cathedral City 92234
Tactile Illustration: JANE CORCORAN (415) 851-2122
400 Old La Honda Rd., Woodside 94062
Textbook Format (H.S.&over) ELIZABETH C. SMITH (415) 592-4982
and Foreign Language 1920 Norte Dame Ave., Belmont 94022
Textbook Format BILLIE ANNA ZIEKE (714) 776-6754
(Kindergarten - 8th Gr.) 2115 W. Judith Lane, Anaheim 92804

LARGE TYPE AND ENLARGED DRAWING

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015

RECORDING

LESLIE BURKHARDT (213) 663-1111
Braille Institute
741 N. Vermont, Los Angeles 90029

Awards Chairperson: ELIZABETH SCHRIEFER

Historian: DONNA COFFEE

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues \$8.00: New ☐ Renewal ☐ Life Membership (\$150) ☐ . Check payable to CTEVH.

Katie N. Sibert Memorial Scholarship fund ☐ \$ _____

NAME _____

ADDRESS _____

(street)

(city)

(state)

(zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____.

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVENUE
LOS ANGELES, CA 90029

L I F E M E M B E R S

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Lillian S. Gardner
William Gerrey

Georgia Griffith
Alice Harwood
Russell M. Kirbey
Rose Kelber
Bernard Krebs
Mabelle McMahon
Miriam Nelson
Evelyn B. Olgiati

Barbara Rubin
Norma Schecter
Virginia Shibue
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 ETHEL SCHUMAN
1965-67 CLAIRE KIRKPATRICK
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR

1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN &
KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

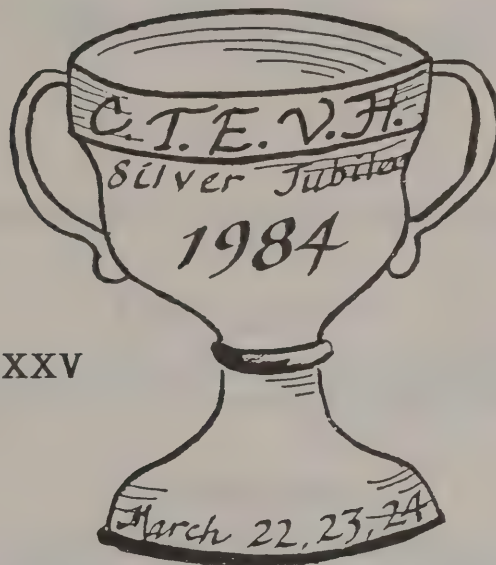
California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

SPRING
1984



CONFERENCE XXV

SAN DIEGO

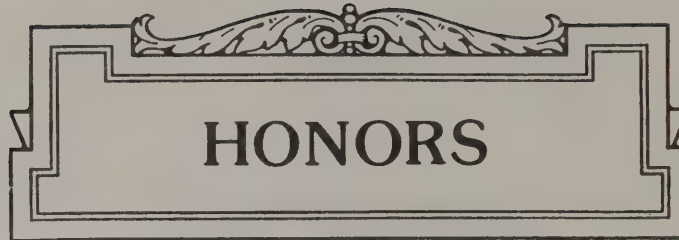
△ △ △ FROM TABOOS TO TECHNOLOGIES △ △ △

THE CALIFORNIA TRANSCRIBER



The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

KATHY KIETH, Sacramento Braille Transcribers
FLORENCE SUMITANI, Sacramento Braille Transcribers

CTEVH AWARDS

GLADYS ZEISS, Mt. Diablo Transcribers
CHARLIE GUNTZ, Mt. Diablo Transcribers
IRENE GUNTZ, Mt. Diablo Transcribers

COMMUNITY RECOGNITION

Mt. Diablo Transcribers

BETTY OSBORNE, Citizen of Merit
Council of Churches, Contra Costa County
PAULINE SALERNO, Lioness Service Award
EDNA WOODEN, Grandmother of the Year for Contra Costa County

Sixth District Braille Transcription Project
North Branch, Los Altos

JOYCE VAN TUYL, Service to the Community Award
sponsored by the cities of Los Altos and Los Altos Hills



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

SPRING 1984

VOLUME XXVII, No. 4

INSIDE STORY

PRESIDENT'S MESSAGE	Leah Morris	3
CTEVH SILVER JUBILEE		4
CONFERENCE SPEAKERS		
KATHLEEN HUEBNER		4
TIM CRANMER		5
JUNE E. MORRIS		5
JACK HAZEKAMP		6
PROPOSED BY-LAW CHANGES	Bob Elford	6
NOMINATIONS		7

GENERALLY SPEAKING

JOINT ACTION, VICTORIOUS AGAIN	Bruce Harrell	8
APH VISITS VTS	Betty Brudno	9
NOTICE		9
LET'S SHARE RESOURCES	Norma L. Schecter	10
ESSAY CONTEST FOR HIGH SCHOOL		
JUNIORS AND SENIORS	Juliet Esterly	10
UPDATE ON RESIDENTIAL SCHOOL	Aikin Connor	11

HELP WITH THE "FREE MATTER"		
POSTAL REGULATIONS	Norma L. Schechter	12
SRI IS BACK	Ron Turner	13
ACBC SCHOLARSHIP PROGRAM		14
NEWS OF GROUPS		
NEWS OF GROUPS		15
INTERESTING TRANSCRIPTIONS		16
NEW OFFICERS/ADDRESSES		17
CHANGES IN LONG BEACH		18
SACRAMENTO FILE		
REPORT FROM CDHS	Fred L. Sinclair	19
CAPITAL CORNER	Staff, Office of Special Education	20
OUR SPECIALISTS SAY		
DE GARMO DOES IT AGAIN	Bettye Krolick	21
THE SET UP OR WHY		
CAN'T I JUST OPEN THE		
GOSH-DARNED BOOK AND		
START READING?	Leslie Burkhardt	22
MAPS	Jane Corcoran	24
REFERENCE SIGNS AND SYMBOLS	Joyce Van Tuyl	26
MORE FUN WITH LITERARY		
BRAILLE PROBLEMS	Norma L. Schechter	28
ARE YOU ADAPTIN'	Betty Schriefer	30

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: BETTI THOMAS

BRAILLE TRANSCRIPTION: DORIS PONTAC

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

EDITORIAL BOARD: BETTY SCHRIEFER, BARBARA BLATT RUBIN

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

©1984 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

INSIDE STORY

PRESIDENT'S MESSAGE - Spring 1984

Seven issues ago, I introduced myself to you and now with this eighth message, comes the end of another presidential term. The past two years have seen changes and the accomplishments were many.

Briefly, I'd like to recap what I consider to be some of our highlights:

1. THE TRANSCRIBER'S GUIDE TO ENGLISH BRAILLE and LESSONS IN BRAILLE TRANSCRIBING by Bernard M. Krebs were made available through Braille Institute by CTEVH, thanks to the generosity of the author (a CTEVH life member).

Addenda which included the 1980 code changes were developed by the CTEVH Krebs Revision Committee and provided separately or with the books.

2. A new edition of the TRANSCRIBER'S GUIDE . . . incorporating the material from the addendum is now available as a CTEVH publication - our second whole book publication. The 1983 edition is also being distributed through Braille Institute.
3. ACCESS TO RESOURCES FOR THE VISUALLY HANDICAPPED (our first whole book publication) continues to be a success and is currently being updated to meet the demands for this resource book.
4. The many friends and colleagues of Katie Sibert with their contributions in her name are responsible for the establishment of the Katie N. Sibert Memorial Scholarship Fund. (Contribution forms will appear in each issue

of TCT for your use.)

5. A Conference Handbook was compiled as a guideline for future Conference Chairpersons and Committees. This should help smooth the way over some of the wrinkles that do arise.
6. A generous contribution was received from an inactive transcribing group in Avenal, Kings County, who wanted to donate their bank balance to a worthy cause. We were pleased to be the recipient and needless to say, this money will be put to good use on one of our projects.
7. The Literary and Textbook categories now have Co-Specialists as will the Mathematics category when a "Co" is appointed.
8. The onerous task of revising the By-Laws was undertaken and the suggested changes were adopted by the Board to be presented for YOUR vote at a General Sessions meeting at Conference. (These changes were printed in the last issue of TCT.)
9. The Life Membership Certificate has been re-designed and those members holding old ones may have them replaced if they so desire. (Our "Lifers" roster has increased from 14 to 24 in the past two years.)
10. In order to help the Volunteers of Vacaville continue their fine work, the Board approved the sponsorship of two recording booths in 1984.

The above and other projects in the planning stage have kept the past two years rather hectic. Since almost everyone on the Board is on a Committee, I've not singled out anyone in particular.

In conclusion, I want to offer a personal note. When I accepted the gavel in March, 1982, I did so with trepidation. But my predecessor, Cathy Rothhaupt, assured me

that the Board members were very supportive. And Cathy did not speak with forked tongue. Serving as President of CTEVH has been an honor, a challenge, and a pleasure. I could not say this without the support of a great Board—the members whose terms expired and the present members. No words can truly express my THANKS to all of them and to all of you for allowing me this wonderful experience.

Leah Morris

CTEVH SILVER JUBILEE "FROM TABOOS TO TECHNOLOGY"

The conference committee welcomes and looks forward to meeting each of you in San Diego at this exciting Jubilee. Fifty-five highly substantive workshops await you. Thirty-three exhibitors, 15 commercial and 18 noncommercial, will be showing and demonstrating their products.

Two general sessions commencing at 8 a.m. on Friday and Saturday will bring you, not only the formal business meeting, but also illustrious guest speakers. Tim Cranmer will address the session on Friday, and Jack Hazekamp and Kathy Huebner will present on Saturday. June Morris will be the Friday Luncheon speaker. See the featured articles on lead speakers elsewhere in this issue.

Be sure to partake of the social activities planned by the committee. The President's Reception on Thursday evening 6 to 8 p.m. and the excellent luncheon on Friday, as well as the Friday evening excursion to Tijuana will add a new dimension to the conference activities. Come and share your information; learn and sharpen your own professional skills; enjoy the comradery of friends and colleagues in the delightful holiday setting of San Diego.

CONFERENCE SPEAKERS

KATHLEEN M. HUEBNER

Recently appointed to the position of National Consultant in Education with the American Foundation for the Blind, Ms. Huebner brings a rich background of training and experience to the post. Until this appointment, she was Assistant Professor and Coordinator of the preparation program for teachers of the visually handicapped at the State University of New York at Geneseo. Her previous professional experience includes teaching at the University of Pittsburgh (where she was awarded the Ph.D. in Special Education) Western Pennsylvania School for the Blind, Greater Pittsburgh Guild for the Blind, and Sunlight House (Massachusetts Association for the Blind). She has been orientation and mobility instructor, also, for programs in Pennsylvania, Ohio, and Florida.

A most interesting aspect of Ms. Huebner's background is her training and experience in music. She received the Bachelor of Music degree in voice and for eleven years sang with the Pittsburgh Opera Company. Her work with Sunlight House involved directing and producing programs by blind guests. Many of us recall that her predecessor as National Consultant in Education with AFB - Susan Jay Spungin - is also a musician and singer.

Also among Ms. Huebner's accomplishments and experience is teaching Optacon and Kurzweil Reading Machine use to the visually impaired. With her continuing work with various volunteer guilds, she will bring a perspective to her work (and to her presentation at Conference) that will parallel that of many of us in CTEVH.

TIM CRANMER

T. V. Cranmer, called Tim by his friends, is best known for his work in designing the Cranmer abacus in 1962. Since then he has continued his work as an inventor, the most recent contribution being the Cranmer Modified Perkins Braille marketed by the Maryland Computer Services.

He is the author of numerous technical articles published in braille and inkprint magazines as well as in the proceedings of two international conferences on technology and blindness.

Tim is self-educated having left the Kentucky School for the Blind after completing the sixth grade. Even so, his achievements have been recognized by academia. He has received the N. Neel Pike award from Boston University and an honorary Ph.D. in applied science from the University of Louisville. Tim was the author of the legislation founding the Division of Technical Services in the Department for the Blind of Kentucky, and became its first director.

Tim left government employment in December 1982. Since then he has remained active. At present he is consulting for several commercial and public corporations. He is a director on the board of the Rehabilitation Engineering Society of North America, and the Executive Secretary of Computer Services for the Blind of Kentucky.

Beginning in January of 1984, he became the Director of Research and Development for the National Federation of the Blind. In his new position, he hopes to establish a facility to continue applied technology research which will contribute to the employment and social advancement of all blind people.

His presentation will be titled "Technology Utilization Strategies for Volunteer Services Programs".

JUNE E. MORRIS

If you were interested in research in the education of the blind, you would know the name, June Morris. With over 60 publications in that field - many with equally distinguished co-authors - Ms. Morris has contributed enormously over the past twenty years or so to our fund of knowledge about how blind children learn.

A sampling of titles might include "The Use of Controlled Exposure Devices to Increase Braille Reading Rates," "Discriminability of Tactual Patterns," "Improvement of Tactual Symbols for Blind Children," "The Japanese Abacus As A Computational Aid For Blind Children," and "Aural Study Systems for the Visually Handicapped." The list is long, varied, interesting, and important.

Trained as a psychologist, with degrees from the University of Louisville, Ms. Morris has been on the staff at the university, as well as the Office of Catholic Schools (Louisville), Reynolds Metals Co. (Louisville), Bureau of the Census, and American Psychological Association (Washington, D.C.). She began her service with the American Printing House for the Blind while she was in graduate school, moving from Research Assistant to Behavioral Research Scientist, Assistant Director of Educational Research, and Acting Director of Educational Research to her present position (since 1978) as Director of Educational Research.

Some of us in CTEVH have been privileged to be involved with Ms. Morris in field evaluations of APH products. We welcome her conference address as the featured speaker at the Friday Luncheon.

JACK HAZEKAMP

Of course, you all know Jack Hazekamp - especially, perhaps, those readers in the San Diego area, where he taught for a number of years. But do you know about him?

Did you know that:

- (1) he was born in Panama?
- (2) he has taught at Heidelberg?
- (3) he student-taught at Perkins School for the Blind?
- (4) he has participated in training programs at Syracuse University, University of Texas, University of Portland, University of Hawaii, and Washington, D. C.?
- (5) he graduated Northern Illinois University and holds a master's degree from Boston College?
- (6) he was a member of the first Delegation of California Educators to the People's Republic of China?

No? Well, there's more.

He has been active in National Rehabilitation Association, the American Association of Workers for the Blind, the Association for the Education of the Visually Handicapped, the Council on Exceptional Children, the American Foundation for the Blind, the California Association of Orientation and Mobility Specialists, and other similar organizations.

Jack came to the State Department of Education in 1976 after Dorothy Misbach's retirement and since then has been active in developing evaluation strategies for visually handicapped programs, policy position-papers and, most recently, guidelines for programs for the visually handicapped in California.

His presentation at the General Session, Saturday morning, will be "State Guidelines for Instructional and Services to Individuals with Exceptional Needs Resulting from Visual Impairment."

PROPOSED BY-LAW CHANGES

The following changes in the By-Laws were recommended by the Board to be presented to and voted on by the membership of CTEVH at the Annual Business Meeting at Conference XXV. Additions are indicated in boldface type. Deletions are shown by hyphens through the words.

ARTICLE IV

¶3 The Secretary shall keep the minutes of all meetings of the organization, the Board of Directors, and the Executive Board, and shall report them at the following respective meetings. Minutes of all meetings of the Board of Directors and the Executive Board shall be mailed to members of said respective boards immediately after the meeting. He shall see that notices of all **affirmative substantive** action taken at aforesaid meetings be reported in the publication of the organization.

The Treasurer shall keep a complete record of all monies received and bank same in authorized **banking** accounts of the organization. Treasurer is authorized to pay the bills of the organization ~~but not expenditure over the amount of Fifty Dollars (\$50.00), unless~~ **budgeted within the limits of the authorized budget, but no unbudgeted items may be paid** without the approval of the Executive Board.
...

VACANCIES

A vacancy in any office of the organization shall be filled by a member appointed by the President, and said appointee shall serve for an unexpired term. Any vacancy occurring on the Executive Board shall be filled from the current Board **of Directors** for the balance of the unexpired term.

ARTICLE V

BOARD OF DIRECTORS

The Board of Directors shall consist of fifteen (15) members who shall serve for a term of three years, one-third to be selected **each year** at the annual meeting.

EXECUTIVE BOARD

The Executive Board shall consist of the President, the Vice-President, the Secretary, and the Treasurer. ~~The Editor of THE CALIFORNIA TRANSCRIBER is also a member of this board without voting privilege. The President is to act as chairman.~~ Meetings of the Executive Board may be convened at the discretion of the President. Between regular meetings of the Board of Directors ~~and the Executive Board~~ may act on behalf of the Board of Directors to ~~and~~ carry out the established policy of the Board of Directors.

ARTICLE VII

¶3 Nominations in writing ~~shall~~ may be submitted to a member of the nominating committee, giving name and qualifications of nominees no later than ~~two~~ three weeks prior to annual meeting. Media of transcription and geographic representation shall be basic considerations in the final choice of nominees.

If the number of nominees is equal to the number of positions to be filled, elections may be by a show of hands. If there are more nominees than positions to be filled, elections shall be by written ballot prepared by the Nomination Committee. CTEVH members in attendance at the business session of the Annual Meeting, and whose current dues are paid, may vote on all matters that come before that meeting. All decisions except changing these By-Laws shall be by simple majority.

ARTICLE VIII

PUBLICATION

The name of the official publication of this organization shall be THE CALIFORNIA TRANSCRIBER.

The Editor of said publication shall be appointed annually by the President, subject to the approval of the Board of Directors, and shall be an ex-officio member of the ~~Executive Board and Board of Directors.~~

ARTICLE IX

AMENDMENTS

These By-Laws may be amended or revised by the affirmative vote of two-thirds of the ~~votes received from the voting members~~ present at the business session of the Annual Meeting.

Bob Elford

NOMINATIONS

Nomination and election procedures require that the list of nominees recommended by the Nominating Committee be published in two issues of TCT immediately preceding the Annual Conference. In selecting the people to be nominated, the Committee must consider individual qualifications and willingness to serve, and must also attempt to maintain balanced representation of geographical regions (north and south) and interests (educator and transcriber).

Fred Sinclair, Chairperson, Jim Fisher, and Lynne Laney-Milo, Members, Nominating Committee have nominated the following:

Board of Directors

Rose Kelber, Braille Transcriber,
Pomona Valley Transcribers
Guild

Carol Morrison, Braille Institute

Marian Wickham, CTEVH Large
Type Specialist, Transcriber,
San Mateo County Schools

Billie Anna Zieke, Transcriber, Garden
Grove

Jim Fisher, Teacher, Fresno Unified
School District

GENERALLY SPEAKING

JOINT ACTION, VICTORIOUS AGAIN

The VH field enjoyed another major victory in Sacramento last September when A.B. 1892 (Felando) was signed into law. The signing culminated an intense nine month campaign by the leaders and genuinely concerned members of the field, particularly the leadership of AEVH Northern and Southern California and of two Sacramento parents of blind children, Janet Gayton and Chuck Washburn.

In 1982 the Joint Action Committee successfully sponsored A.B. 2652 (Moore) into law. That bill took the first step back from the setback to special education programs and services for blind children caused by the Master Plan for Special Education (S.B. 1870). The success of A.B. 2652 gave the VH field significant momentum and motivation to try again. It also gave the "blind movement" credibility, and the Department of Education and the Commission on Special Education began taking note of our positions. However, although A.B. 2652 took a giant step forward for blind children, many very serious problems remained unresolved.

A.B. 1892 took the next step, making four important changes:

1. For the first time, the legislature declared that children with low incidence disabilities, including blind children, have intensive needs for specialized services, equipment and materials. This declaration represents a very significant philosophical change, reversing the still-too-popular idea that educating a blind child is no different than educating any other disabled child and, therefore, that visually impaired children should receive the same funding for services, materials, and equipment that other children receive. Previously, the legislature, in effect, ignored the fact that blind children need more funds. (Braille books, for example, are quite expensive.)

2. Up to a maximum of \$500 per visually impaired child per year shall be prioritized for the purchase of braille and large print books, specialized materials and equipment. Since the Special Blind Allowance was eliminated by the Master Plan, funds available for such purposes have dropped to an average of approximately \$60 per blind child per year in surveyed districts. Although A.B. 1892 did not appropriate funds, it does send a message to school districts as to the priority of funds received from the state and the importance of books, materials, and equipment to the education of blind children.

3. The list of related services and the "appropriate to benefit the child" standard for receiving related services was restored to law. Previously, none of the related services, such as orientation and mobility and itinerant instruction, were listed in law, and only those services which were "necessary," whether or not appropriate, were required to be provided. Even better, transcriber and reader services are now, for the first time, specified as related services.

4. A.B. 1892 requires the Department of Education to prepare and publish a directory of public and private agencies providing services to pupils with low incidence disabilities. Such a directory had been available in the past but not for several years.

If ordinary people had not taken the initiative and kept their commitment to the children they serve, A.B. 2652 and A.B. 1892 would never have become law. Organizations such as AEVH, CAOMS and CAPVI fought hard for A.B. 1892. Individuals including Felice Strauss, Sandy Curry, Laurie

Starleaf, Janet Gayton, and Chuck Washburn sacrificed much to push A.B. 1892 into law. These individuals and organizations, among others, deserve our thanks and praise. They fought for you and the children you serve.

Many serious problems still confront teachers and transcribers, such as the dwindling number of teachers and transcribers, and the skyrocketing size of classes and caseloads.

At this spring's conference Dr. Phil Hatlen, I, and others will be conducting one of the Saturday morning workshops. It will concentrate on arming you with the knowledge and resources necessary to make an informed choice and act effectively with us in legislation to save your profession and programs and services for visually impaired children. See you there?

Bruce Harrell, Chairperson
Joint Action Committee

APH VISITS VTS

He took Fred's advice and we "Polished up the Handle of the Big Front Door" . . . "It's a mixed up metaphor," says Betty Brudno of VTS, "But it was a fun day."

"It all started on the phone," said Ralph MacCracken. "Fred Sinclair and I were talking about new microfilm equipment ordered by APH and he said, 'Ralph, don't try to re-invent the wheel.' And since I was planning a trip to the West Coast to join Fred and visit the Braille Institute and Foundation for the Junior Blind in L.A.," continued Ralph, "we decided to schedule a stop in San Mateo for Tuesday, January 24, to see how their microfilm process was being used by Volunteer Transcribing Services to produce textbooks in large print."

Fred's call to VTS to announce the planned visit produced a predictable response. In our office, Alanah Hoffman said to the girls, "On Monday wear grubby clothes. We've got to clean up for a VIP visit." Sure enough, on Monday mops and buckets, window polish and floor wax were wielded by a dozen willing workers.

Also readied for the guests, a small display of volumes was chosen to show the various techniques used in converting textbooks for student use: sharp black and white contrast for ease in reading; controlled weight for portability; clear labelling; interpretation of illustrations; equalization of assorted sizes of type faces; and processes for having small quantities of printing run, etc. etc.

As editor of the American Printing House for the Blind in Louisville, KY, Mr. MacCracken deals with approximately 443 employees through six supervisors. The production workers are members of the Teamsters Union. The clerical workers are non-union members. The volunteer jobs we think of as cutting and pasting, or tracing pictures, have the formal title in the union of "creative artist." But, of course, the person at the camera is known as "camera operator."

The members of VTS enjoyed meeting, talking to, and having lunch with the "Transcriber's Pal", Fred Sinclair, and with the gentleman who is in the position to supervise the many activities that produce the items that go out from APH in the form of braille, large print, and audio books and magazines, plus specially adapted equipment and supplies, both "on quota" and for general sale to the handicapped community.

Betty Brudno Director
Volunteer Transcribing Services

NOTICE

Oak Hill School of Hartford, Connecticut, has recently released a new film entitled, FROM NOW ON which describes Oak Hill School's group home program for severely and profoundly multihandicapped people who have no self-preservation skills.

The film is well-suited to show to professionals in the field, as well as community groups interested in creating group homes and to groups opposed to having group homes in their community.

FROM NOW ON is available, free of charge, and can be obtained by contacting Catherine C. Eckert, Director of Public Information, Oak Hill School, 120 Holcomb Street, Hartford, CT 06112.

LET'S SHARE RESOURCES

HOWE PRESS HAS GOODIES . . .

. . . that you may not have heard of, or may have forgotten about.

The Narrow Paper Adapter (current price \$8.00) is a gizmo that attaches to the center of the back of the Perkins. When using narrow paper (8½" wide, or 4x6 file cards, or whatever), the left-hand edge is firmly gripped by the machine. The extreme right-hand edge of the Perkins is also a gripper, but there's nothing across the width to hold firmly. So when you get to the last few lines of the page, the edge of your paper slips and your braille goes slaunchwise. Unless, of course, you use the Narrow Paper Adapter.

Extension Keys make the manual brailler much easier to use; they work on the same fulcrum principle as a teeter-totter — the farther you are from the fulcrum, the less effort required. Straight extension keys can be a godsend to a brailist with arthritis or MS, or anybody with hand or arm or muscular problems. (Takes less than half the effort.) Curved extension keys bring all the keys within reach of a single hand. (A young Vietnamese refugee is happily using these — she's not only blind, she has the use of only one hand, so can't use an ordinary Perkins nor can she use slate and stylus.) (Price \$19.00 set.)

Some teachers have tried using the curved extension keys with tiny little kids in kindergarten or first grade — makes it easy to use the correct fingering, and doesn't require more strength than their wee fingers have.

Fragrance Books (print-plus-braille books, with "inky-stinkies" incorporated in the stories) are no longer produced at Howe, but are available now from National Braille Press. Contact them for prices.

MIND YOUR MONEY

Mimi Winer has invented a special Money Organizer Wallet, slightly larger than a folding checkbook (it fits into a woman's purse or man's coat inner breast pocket). It has four separate compartments for \$1, \$5, \$10, and \$20 bills, so folding of paper money is unnecessary. Also four separate change

purses for pennies, nickels, dimes, and quarters (especially helpful to older people with sight loss and diabetics with diminished tactile sensitivity). And an extra "toss-change" purse for money received, to be sorted later; nine slots for credit cards; and a built-in signature guide. It's made of very fine light-weight leather, and costs \$22.00 including shipping. (Massachusetts residents must add \$1.00 sales tax.)

Order from: INNAVISION, 14 White Pine Knoll Road, Wayland, MA 01778. Specify brown or black. Makes a lovely gift.

Norma L. Schecter, ARC
(Amateur Resource Collector)

ESSAY CONTEST FOR HIGH SCHOOL JUNIORS AND SENIORS

The Associated Blind of California (ACBC) is planning for another essay contest for legally blind students in the eleventh and twelfth grades. The topic is: "After High School—What?". The \$300 prize will go to the best essay of 1,000 or less words submitted by April 1, 1984.

Application forms and rules will be mailed early in January for teachers of legally blind high school students. It is hoped they will encourage students to think seriously about their futures and participate in the contest. Last year, some teachers said they were disappointed that students had not followed through on their suggestions to participate.

Further information and applications may be obtained from the Essay Chairman, Mrs. Juliet Esterly, 2408 Ptarmigan Dr. #1, Walnut Creek, CA 94595; (415) 376-0442.

ACBC membership reflects the wide variety of recreational and vocational opportunities that are available to legally blind adults. Students need to be thinking about goals for the future — what steps should be taken, if any, before graduating from high school — and what resources and role models are available to help them plan for living fully in a sighted world.

Juliet Esterly

UPDATE ON RESIDENTIAL SCHOOL

The California School for the Blind (CSB) has been a center of controversy since before the completion of the new campus in Fremont. That controversy, promoted by some CSB alumni, organized advocacy groups, and some CSB staff persons, initially spawned a class action suit filed by a number of parents who sought to halt the move from Berkeley, where the school (along with the School for the Deaf) had been located for many decades.

The original plaintiffs (most of whom have sought to withdraw from the suit) questioned the educational suitability of the new campus' environment. That question was resolved many months ago after expert testimony came in from all across the nation to convince Judge Milton Schwartz, who is hearing the case, that the educational environment of the Fremont campus is, in fact, appropriate.

The second question raised by the plaintiffs, however, has proved to be less easily resolved: is the Fremont campus a hazardous earthquake area and is the construction of the facility designed to protect students from whatever hazards as may be determined to exist? Expert testimony proved to be either conflicting or inconclusive.

Judge Schwartz has now prohibited the use of the school for educational programs out of "concern that [the court] cannot properly permit defendants to house and educate multiply handicapped blind children at a facility which it believes may be unsafe." He agreed, however, to stay the execution of that order to allow the State time to appeal and/or decide whether to conduct new earthquake studies.

A request from the State Attorney General's Office to the U.S. Supreme Court which sought to delay the order for seismic testing from being enforced was denied. Bill Honig, Superintendent of Public Instruction, has been reluctant to agree to the further testing required by the court, contending that the State's original studies were sufficient. Although Honig's initial response had been to close the school immediately rather than pay for new seismic studies, he has agreed to request a stay on the closure at least until the end of the school year. By June, the State

may have heard from its appeal to the 9th Circuit Court of Appeals.

Unmentioned in the suit, but clearly affected by its outcome, the School for the Deaf, which also moved to a new Fremont location immediately adjacent to the School for the Blind, may also be closed. That facility currently houses more than three times as many students as the School for the Blind.

At this writing, both schools remain open and plan to remain open until the end of the school year. If they are forced to close at that time - or before - those students now being provided for on the Fremont campuses will be returned to their home districts. At this time, those districts do not have adequate programs for them; if they had, the students would not now be in the residential schools in Fremont. Whether those districts will be able to develop appropriate programs so that these very special students' needs can be met, seems questionable. Will the students' return, then, result in new suits at the local level? Perhaps.

The issues in this matter are not as clear as one might hope. Certainly, no one wants children placed in physical jeopardy. The State contends they are not; Judge Schwartz believes they may be.

A substantial element of animosity from some alumni (who oppose the changing role of CSB) and a few staff members (who did not want to be forced to commute or move to Fremont) has largely been dissipated - partly by resignations of some staff and partly by the realization of others (including some alumni) of the advantages to the children the new facility offers. But their original hostility did much to encourage the fears of the parents who filed the suit which has now dragged on for years and which may yet destroy the California School for the Blind, as well as the School for the Deaf.

We may fervently hope that justice will prevail and that the children affected will not be jeopardized nor have their education forestalled.

Aikin Connor
Editor TCT

HELP WITH THE "FREE MATTER" POSTAL REGULATIONS

From time to time, local Post Office clerks create difficulties about the Free Matter regulations, in dealing with school districts, transcribing groups, blind individuals, and braille-service providers. Sometimes the clerks will accept braille, but difficulties arise with Perkins brailers and other devices for the production of reading materials. Some of them (as recently happened in Long Beach, reports Helena McBride) will accept the Perkins boxes as Free Matter, but refuse to permit insurance unless they are sent via Parcel Post and paid for accordingly.

The following information was received from Barbara Nelson, Staff Attorney of the American Council of the Blind, who had discussed the problem with Alfred D. Hagle, Public Resources Officer of the Library of Congress.

It might be helpful to cut this page out of your TCT, or Xerox the page, to use in the future if your group should encounter similar problems.

Yes, of course the regulations remain the same for all Post Offices, but not all clerks are equally familiar with them; and something official, in black and white, can save a lot of aggravation.

Norma L. Schechter
CTEVH Literary Braille Specialist

Copy of a letter received by:

Barbara Nelson, Staff Attorney
American Council of the Blind
1211 Connecticut Ave. NW, Suite 506
Washington, DC 20036

The Library of Congress has asked me to reply to your February 6, 1980, letter regarding insurance for parcels mailable free under the postal regulations for blind and other handicapped persons.

Free Matter for the Blind or Handicapped is a special class of mail; it is not included in first-, second-, third-, or fourth-class mail. Postal Insurance provides

for an article which is lost, rifled, or damaged. Insurance does not change the class of mail which an article is being mailed under, therefore, a parcel which is mailable free under the regulations for blind or other handicapped persons may be insured. The sender is obligated to pay only the applicable insurance fee.

Enclosed is a copy of the current regulations regarding items mailable free of postage for blind or other handicapped persons. I also have provided Mr. Hagle of the Library of Congress with a copy of the regulations and have asked him to provide you with a braille transcription. A copy of this letter is also being sent to the Postmaster at Mt. Kisco, New York.

Sincerely,

Harvey K. Altergott
General Manager
Domestic Mail Classification Division
Rates & Classification Department
Finance Group

Enclosure
bcc: Postmaster
Mt. Kisco, NY 10549

Mr. Alfred D. Hagle
Public Resources Officer
The Library of Congress
Washington, DC 20540

From the enclosed Postal Regulations:

Domestic Mail Manual (DMM)

135 For the Blind and Other Handicapped Persons

135.1 Conditions. The following conditions are applicable to articles mailable free of postage under this section:

a. Except as provided in 135.21 the matter is for the use of the blind or other persons who cannot use or read conventionally printed material because of a physical impairment who are certified by competent authority as unable to read normal reading material.

b. No charge, or rental, subscription, or other fee, is required for such matter or a charge, or rental, subscription, or other fee is required for such matter not in excess of the cost thereof.

c. The matter may be opened for postal inspection.

d. The matter contains no advertising.

135.2 Items Mailable Free

.21 Unsealed letters sent by a blind person or a person having a physical impairment as described in section 135.1a in raised characters or in 14 point or larger sight-saving type or in the form of sound recordings.

.22 Reading matter and musical scores

.23 Sound reproductions.

.24 Paper, records, tapes, and other material for the production of reading matter, musical scores, or sound reproductions.

.25 Reproducible or parts thereof for sound reproductions.

.26 Braille writers or typewriters, or parts thereof, used for writing by or specifically designed or adapted for use of a blind person or a person having a physical impairment as described in 135.1a.

.27 Educational or other materials or devices, or parts thereof, specifically designed or adapted for use of a blind person or a person having a physical impairment as described in 135.1a.

135.3 Markings. All matter mailed under the provisions of part 135 must show the words **Free Matter for the Blind or Handicapped** in the upper right corner of the address side.

135.4 Weight and Size Limits. The weight and size limitations in 751 are applicable to mailings made under this part.

Issue 6,7-7-81

SRI IS BACK!

The Sacramento Society for the Blind is again taking applications for the Self-Reliance Institute (SRI) to be held this summer after a three year hiatus. SRI is an intensive seven week experience which will emphasize independent living and a work experience. SRI provides a challenging, stimulating, and eventful summer for up to twenty-four participants ranging in age from 16 to 22.

The participants, all blind, are housed in apartments and learn to live independently. They also learn nutrition, budgeting, shopping, meal planning and preparation (by the fourth week they are preparing their own meals under supervision). They are given instruction in interviewing skills and assigned jobs where they earn minimum wage, but more importantly, gain work experience and experience in interacting with other employees, supervisors, the general public, getting to and from the job, etc.

In addition they receive instruction in art and woodshop, with special seminars given in child care for parents with sight problems. All is not work, though; evenings are devoted to golf, gymnastics, beep baseball, and dance, with weekend activities including river rafting, a sports car rally, golf tournament, and sailing experience.

More information can be obtained by contacting the Society for the Blind at (916) 452-8271. Contact person is Ron Turner.

Ron Turner
Society for the Blind, Sacramento

ACBC SCHOLARSHIP PROGRAM

The Dr. Newel Perry Memorial Scholarship Committee of the American Council of the Blind of California will provide five \$1,000 scholarships to California blind students working for a degree and enrolled as full-time students at a college or university for the fall, 1984, school semester.

Applications for these scholarships can be obtained after February 1, by writing to: Dr. Newel Perry Memorial Scholarship Committee, 5565 Florence Terrace, Oakland, CA 94611, or by calling (415) 547-3730. All required documents must be received by April 30, 1984, to be considered eligible for a 1984 scholarship.

Please circulate this notice to all Community colleges, State Universities, University campuses, counselors and agency

representatives within your jurisdiction to whom such information is pertinent. Your cooperation in this matter will be appreciated.

More than \$25,000 in Scholarship money will be awarded nationally by the American Council of the Blind to outstanding blind and visually impaired students throughout the nation in 1984. All legally blind persons admitted to vocational, technical, academic, or professional training programs at the post-secondary level for the 1984-85 school year are encouraged to apply for these scholarships as well. Applications for instructional materials are now available concerning them from the ACB National Office. Requests for the National Scholarships can be made by calling 1-800-424-8666 toll-free, or by writing American Council of the Blind, 1211 Connecticut Avenue, N.W., Suite 506, Washington, DC 20036.

CONTRIBUTIONS TO THE

CTEVH GIFTS AND TRIBUTE FUND

will be used to improve services to the visually impaired.
Make checks payable to **CTEVH** and mail them to:

**CTEVH GIFTS & TRIBUTES
741 NO. VERMONT AVE.
LOS ANGELES, CA 90029**

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT
MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE.

NEWS OF GROUPS

NEWS OF GROUPS

Are you looking for a specific book on tape, not necessarily a textbook? Ruling out the National Library Service, the APH Central Catalog and Recording For The Blind, are you at a loss to locate any of the many libraries for the blind and physically handicapped because you have no knowledge of them by name and address? Try **KINGS CENTRAL CATALOG**.

The **Kings Transcribers Library** (our good friend Chris Mackey) has added a **CENTRAL CATALOG** to its other activities. Presently there are four libraries on the **CATALOG**—Braille Institute, Volunteers of Vacaville, Variety Audio, and Kings Transcribers. Some libraries list with Kings and APH Central Catalogs, but APH doesn't always list ALL the books from each library. So try Kings. Primarily the listing is non-textbooks but there are some texts listed also. Kings can supply you with the name of the library and the library number if there is one; then you deal directly with that library supplying what certification it requires. The member libraries have agreed to supply that one book if you meet their requirements. You will not be placed on their list automatically as a patron. If you wish to become a patron, you must make arrangements with that library; some of them have limited funds and cannot expand their list of patrons until more funds are available.

How to find a book? Kings can supply titles of all books by a specific author. Write in print or braille (no phone calls, please, as the search takes too much time) the exact name of the book and author. (To avoid errors, use grade one braille for the title and name of author.) If a print answer is required, enclose a stamped, self-addressed envelope or a postcard. If a braille answer is required, send only a self-addressed envelope.

If you know of any non-textbook type library interested in putting their books on the **CATALOG**, please send the name and address to Kings Transcribers Library, 202 W. Grangeville Blvd., Hanford, CA 93230.

POMONA VALLEY TRANSCRIBERS

GUILD stopped braille for a minute to let us know what they have been transcribing: Russian chemistry, computer math, computer guides, and children's books. One member alone completed the braille of 24 volumes of law for a student in Los Angeles. Other members were busy binding a 16 volume set of brailled mathematics and thermoforming/binding a brailled microwave cookbook and a nine volume set of brailled career guidance book.

Can you give a minimum of two hours per week recording books? There is a great need for volunteers who have a college-level background in the Sciences. If you can help, please contact Joyce Armour of **RECORDING FOR THE BLIND, LOS ANGELES UNIT**, 5022 Hollywood Blvd., Los Angeles 90027.

There are over 60,000 titles in the Library of Recording for the Blind, and they are now serving learning disabled students (dyslexia, etc.).

Headquarters of Recording for the Blind, Inc. has moved from New York to 20 Roszel Road, Princeton, N.J. 08540.

SACRAMENTO

BRAILLE

TRANSCRIBERS has started a library of children's books. If you're interested in receiving copies, contact the group at 2791 24th St., Sacramento, CA 95818.

SIXTH DISTRICT, CALIFORNIA

PTA, BRAILLE TRANSCRIPTION PROJECT, NORTH BRANCH, is making great progress. The transcribers send thanks for the help from their community and their colleagues everywhere. They would like to hear from schools, IMCs, etc., who are willing to lend Brailon copies of the North Branch masters which were lost in the fire. With a newly installed, donated, security system in place, they will be implementing their new computer-assisted group transcriptions. Their plan is to retranscribe **ROGET'S THESAURUS** which was one of the most wanted titles destroyed in the fire.

SONOMA COUNTY BRAILLE TRANSCRIBERS GUILD has completed brailleing **MEDICINE WHEEL** at the request from a blind person. Brailled menus continue to be a most popular wanted item. The Sonoma transcribers recently brailled menus for eight Round Table Pizza Restaurants.

VOLUNTEERS OF VACAVILLE report that its catalog of books on tape is growing by leaps and bounds, thanks largely to all the requests that readers have sent them. At last count it has reached 2,214 books, an increase of 30% from last year's totals. At this time volunteers are taping several new books, among which are **CHRISTINE** by Stephen King, **FLOWERS IN THE ATTIC** by V. C. Andrews, and **MORNING STAR** by Kerry Newcomb.

Were you hunting for the titles of cookbooks in the "Interesting Transcriptions" of the Winter 1983 issue of TCT? Our apologies to **WOODSIDE TERRACE KIWANIS BRAILLE PROJECT** for the material ending up on the "cutting room floor" so to speak. Cookbooks are a popular item and we positively include them in this issue!

In addition, just to keep you cookin' with the Woodside Braille Project, here are some titles of cookbooks and pamphlets presently in the process of being transcribed:

EATING THE NEW WAY WITH
SHREDDED WHEAT

HERSHEY'S COCOA COOKBOOK

FAVORITE YOGURT RECIPES FROM
DANNON

LIBBY'S HONEST TO GOODNESS
PUMPKIN RECIPES

LITE-LINE RECIPE SAMPLER

NO-TIME-TO-BAKE BAKING

UNCLE BEN'S QUICK AND EASY
DOLLAR-WISE DINNERS

PRIMER ON BEAN COOKERY

WISE IDEAS FROM DIPS TO DESSERTS
(Borden)

INTERESTING TRANSCRIPTIONS

KINGS TRANSCRIBERS LIBRARY

202 W. Grangeville Blvd.
Hanford, CA 93230

THE UNEXPECTED VISTA, A Physicist's View of Nature, by James S. Trefil, copyright 1983 (tape; on loan; contact Kings Transcribers Library with statement of eligibility)

LAGUNA HILLS TRANSCRIBERS, INC.

Order from:
Braille Institute
741 N. Vermont
Los Angeles, CA 90029

METABOLIC AND ENDOCRINE PHYSIOLOGY, 4th edition, by Jay Tepperman, M.D., copyright 1980 (braille)

LUTHERAN BRAILLE WORKERS, INC.

11735 Peach Tree Circle
Yucaipa, CA 92399

LUTHER, SERVANT OF GOD
THE MUSTARD SEED series:

THE SPIRIT AND ME
WALKING WITH MY LORD
LIFT ME UP, LORD
I BELIEVE
WHEN YOU PRAY

(All above books are free and are transcribed in grade 1½ and grade 2 braille, and sight saving print)

RECORDING FOR THE BLIND, INC

Los Angeles Unit
5022 Hollywood Blvd.
Los Angeles, CA 90027

JOBS FOR THE HANDICAPPED by Jack Rugh, copyright 1980 (tape) available on loan at no cost; must be registered borrower with I.D.#; call for application form and further information.

**SAN FERNANDO VALLEY BRAILLE
TRANSCRIBERS GUILD**

Order from:
Braille Institute
741 N. Vermont
Los Angeles, CA 90029

FUNDAMENTALS OF MATHEMATICS by
Edwin I. Stein, Copyright 1980

**UNITED PRESS INTERNATIONAL (UPI)
STYLEBOOK**, A Handbook for Writers and
Editors, by Bobby Ray Miller, copyright 1977

**SCOTT FORESMAN: ENGLISH FOR ADULTS,
IN TUNE #3**, teachers Annotated Edition,
by Manuel C. R. dos Santos, copyright 1983

**HOW #3, A HANDBOOK FOR OFFICE
WORKERS**, by James L. Clark and Lyn P.
Clark, copyright 1982

(all above books in braille)

**SIXTH DISTRICT, CALIFORNIA STATE PTA
BRAILLE TRANSCRIPTION PROJECT, NORTH
BRANCH**

P. O. Box 326
Los Altos, CA 94022

A COURSE IN PHONETICS by Peter Ladefoged,
copyright 1975 and 1982 (braille; may be
purchased; write for information)

VOLUNTEERS OF VACAVILLE, INC.

P. O. Box 670
Vacaville, CA 95696

L.S.A.T. LAW SCHOOL. ADMISSION TEST
by Gino Crocetti and B. M. Clarke, Catalog
No. F-131

**INTERMEDIATE ALGEBRA FOR COLLEGE
STUDENTS** by Jerome E. Kaufmann, Catalog
No. E-220

THE HEALING MIND by Dr. Irving Oyle, Catalog
No. F-040

UNDERSTANDING OUR COUNTRY by King
Rudman and Leavell, Catalog No. F-020

SEXUALITY AND THE MENTALLY RETARDED
by Rosalyn Kramer Monat, Catalog No. F-018

ESSENE GOSPEL OF PEACE BOOK 2 by Edmond
Brodeaux Szeleky, Catalog No. F-116

HOW TO MAKE LOVE TO A WOMAN by Michael
Morganstern, Catalog No. F-144

(all above titles available in tape)

**WOODSIDE TERRACE KIWANIS BRAILLE
PROJECT**

850 Longview Road
Hillsborough, CA 94010

(Cookbooks available on loan or for purchase;
braille)

BEACON LODGE COOKBOOK, 1 volume
COOKING WITH BETTY CROCKER MIXES,
2 volumes

NEW OFFICERS/ADDRESSES

Mt. Diablo Transcribers

Chairperson: Millie Day
113 La Questa Drive
Danville, CA 94526

Vice-Chairperson: Dorothy Dutton
586 Mt. Dell Drive
Clayton, CA 94517

Pomona Valley Transcribers Guild

Chairperson: Della Sanders
1622 N. Glenn Avenue
Ontario, CA 91764
(714) 982-5884

**Recording for the blind, Inc.
Los Angeles Unit**

Co-Chairperson: Mrs. Lewis W. Johnston
411 N. Hacienda
La Habra, CA 90631
(213) 697-6410

Co-Chairperson: Mrs. Brian Gaffikin
1633 Sunset Avenue
Santa Monica, CA 90405
(213) 450-3599

**Recording for the Blind, Inc.
Pomona Valley Unit**

Chairperson: Mary N. Wheeler
2258 N. Indian Hill
Claremont, CA 91711
(714) 624-2993

Vice-Chairperson: Robert Harper

Secretary: Donald Oble

Treasurer: Ople Flora

Assistant-Treasurer: Helen-Jeanne Munter

CHANGES IN LONG BEACH

Our volunteers have practically deserted us. There are only three in the office now, (one of them being me) and only 1 1/3 thermoform gals (I'm the 1/3 because I can't work in the summertime which is when we do most of our work). So we are forced to give up the office part of our program.

The Community Rehabilitation Industries will take over the administrative duties of the Braille Section and the transcribers will keep on working in their homes, and then after the 15th of February 1984, they will take their completed volumes to the CRI at 1500 E. Anaheim, Long Beach, CA 90813, and they (CRI) will keep the records and mail volumes out, just as we have done at 1071 E. Market St. for the past 20 years. They will also do the thermoforming and make the binders.

The CRI has been active in Long Beach since I first moved here in 1950. Their staff is headed by Mr. Ernie Falkner and the Braille Section will be under the administration of Jim Kirby. CRI has been a viable, stable, and worthwhile organization. Their administrative staff is excellent and dedicated in handling any and all types of problems.

I will be a consultant for some time and help them decide if a book can be brailled. Also to help them decide which transcriber is best fitted for a particular book, article, or paper.

So the Braille Section has added a new name to its title and will continue to serve those who ask or call (213) 591-0359.

Helena D. McBride
formerly Ass't. Chm.,
Thermoform Chm., Awards Clerk, etc.!

BRAILLE SECTION
Community Rehabilitation Industries
and Associated Lions Club
1500 E. Anaheim Street
Long Beach, CA 90813

SACRAMENTO FILE

REPORT FROM CDHS

The call for registration of visually handicapped children and youth has yielded mounds of forms during the past month. CDHS staff, led by Nena Thompson, has industriously reviewed, analyzed, and classified some six thousand reports of students by visual acuity, grade levels, preferred reading levels, modes of reading, additional handicapping conditions, and by regular and special class placement.

These data are all being prepared for the purpose of reporting to the American Printing House for the Federal Quota allotment and for determining needs for specified services, materials, aids, and equipment. The data compiled in this registration have generated for California approximately a half-million dollars annually over the past few years in products manufactured by the American Printing House. They have also provided the Department with information on which staff could project needs for textbooks in braille, large type, and recorded format.

We extend our appreciation to those school systems who were prompt in submitting their registration reports. The tremendous task of processing the many eye report forms has required a great deal of staff time and energy. Simultaneously with the classifying of eye report forms, staff has continued to process Federal Quota orders providing materials, aids, and equipment to schools. We take great pride in being able to implement this very vital program for our school systems.

SPECIAL THANKS TO OUR VOLUNTEERS

Many of our volunteer organizations are again busy at work duplicating and delivering to the Textbook Warehouse copies of elementary state adopted textbooks in English, spelling, math, and reading. Others are busily transcribing masters for the newly adopted social science textbooks scheduled for delivery to schools this September.

There are 19 transcribing groups engaged in production of elementary state adopted textbooks. They include Braille Section, Community Rehabilitation Industries and Associated Lions Clubs; Sixth District California

P.T.A. Braille Transcription Project, North Branch; Peninsula Braille Transcribers Guild, Inc.; Pomona Valley Transcribers Guild; Braille Transcribers Guild of San Diego; Braille Institute of America, Inc.; Braille Services Guild, Inc.; Transcribing Mariners; Petaluma Braille Transcribers, Inc.; Sequoia Transcribers; Walnut Creek Transcribers-American Red Cross; Michigan Braille Transcribing Service; Johanna Bureau for the Blind and Visually Handicapped, Inc.; The Meyer Center/New Jersey Commission for the Blind and Visually Impaired; Foundation for Blind Children of Scottsdale, Arizona; Connecticut Braille Association; and American Printing House for the Blind.

On behalf of the many students who will use these braille textbooks throughout their adoption periods, I extend sincere thanks to each of the volunteers assisting with these books.

A project which also merits special recognition is the cooperative efforts of transcribers toward the production of the braille master of COLLEGE ALGEBRA: A FUNCTIONS APPROACH. This college textbook, comprised of 12 chapters, answers section and index, was speedily transcribed, in record time, by members of Braille Transcribers of Sacramento, North Area; Braille Transcribers Guild of San Diego; Peninsula Braille Transcribers Guild; Walnut Creek Transcribers-American Red Cross; and Pomona Valley Transcribers Guild. Although this book was requested for a student in attendance at the Arizona State University in Tempe, our California transcribers came to the rescue in providing "the right book to the student on time." The master is being deposited with the Peninsula Braille Transcribers Guild and will be available for duplication of further copies as needed by other students.

We are indeed grateful for our many wonderful transcribers who give so untiringly of themselves to assist students.

Fred L. Sinclair
Director
CDHS

CAPITAL CORNER

Special Needs Division/Office of Special Education (SND/OSE) staff has completed the first phase of research and development of papers dealing with proposed special education reform issues to be presented to Bill Honig, State Superintendent of Public Instruction. Specific issue titles have been derived from varied sources including pertinent reports from representative groups of parents, educators, service organizations, and other state agencies.

The discussion papers are organized around six major topic titles:

- I. Program Options
- II. Program Effectiveness
- III. Fiscal and Administrative Concerns
- IV. Personnel Development
- V. Correctional Facilities
- VI. Requested Research Studies

Discussion and proposed options for these major topics are organized as twenty-three subtopics.

The overall impact of the proposed actions relative to each of the issues falls clearly into the following areas:

- Need for improved state and local program leadership.
- Need for improved coordination between federal, state, and local agencies and the State Department of Education.
- Need for improved internal coordination among State Department of Education divisions and units.
- Proposed changes in state and federal laws.
- Proposed increases in funding.
- Added emphasis in certain areas of the Special Education Local Plan Area (SELPA) planning process.

While Superintendent Honig has not yet announced any decisions with regard to implementation of proposed reforms, it is known that the Department is very interested in identifying alternative options for those students who may need special help, but who are not eligible for special education. The state-level Advisory Commission on Special Education heard an OSE staff presentation of these issues on February 24 during their scheduled monthly meeting in Sacramento.

#####

The Advisory Commission on Special Education - a mandated state-level group of persons appointed by the Legislature - the State Department of Education (SDE), and the Governor, share a major responsibility for advising the SDE regarding special education concerns. The commission meets monthly and sets aside time during each two-day meeting for receiving public input on matters of concern.

Of the 15-member Commission, only three were returning as the Commission met on February 23-24 in Sacramento. These three are J. Clark Lane, Gerald S. Tarlow, and Richard Zuehlsdorff. Newly appointed member include Marjorie A. Bourret, Mariam Brownson, Al A. Casler, William L. Gainer, Patricia Morales, Arlene Morgan, Alice V. Watkins, and Jeanie Weil. Four members are still to be appointed by the Governor.

The commission elected officers for the ensuing year, heard reviews of pending litigation affecting special education, and heard an update of current pending legislation including AB 1773. Supt. Honig, Deputy Supt. Jim Smith, and Lou Barber, SND/OSE Director, addressed the commission.

The public is welcome to attend Commission hearings and to give input at the scheduled time.

#####

AB 1773 (Papan), the major special education funding bill, has not been amended since August 23 but is still very much alive and is generally supported by educators and parents. However, some amendments may be expected before the final vote of the Legislature.

Staff, Office of Special Education

OUR SPECIALISTS SAY

DE GARMO DOES IT AGAIN!

by Bettye Krolick

[Note: Bettye Krolick is guest columnist for CTEVH Music Specialist Elinor Savage.]

Music transcribers are all very special people, as we all know, but Mary DeGarmo is something else again! She has written three more addenda to INTRODUCTION TO BRAILLE MUSIC TRANSCRIPTION, and they have been published the same year she celebrates becoming 80 years young. This "Introduction" (??) is the text all music transcribers use to become certified. Because it comes from the Library of Congress and is used during the course in a very official capacity, I have found some transcribers who do not know that every word of this book was prepared by Mary as a volunteer simply to help other volunteers; every musical example (there are over 800 of those) was carefully drawn for the music engraver; and every braille example was laboriously typed dot-by-dot (NOT cell-by-cell) on a manual typewriter with one key modified by her husband, Paul, to make the larger size dots.

INTRODUCTION TO BRAILLE MUSIC TRANSCRIPTION started as a pile of notes Mary made to help others she was assisting to learn how to transcribe music. The pile grew and needed a home, so they were stashed in a seldom-used kitchen broiler. Fortunately, they made it out of the broiler and into book form after two years of intense work. The entire manuscript was presented to the Library of Congress, accepted without revision, and was published in 1970 enabling transcribers to have a thorough well-organized course to follow in learning to transcribe music. Considering the fact that actual code changes have occurred since 1970, the text is still remarkably up-to-date. Mary, never quite satisfied with every detail, added Addenda A-C covering more aspects of keyboard music. The latest additions are remarkable in that they required intense study in mediums Mary is not as familiar with as her first love, piano.

Addendum D covers chord symbol notation in popular and folk music. Mary is an accomplished popular music and jazz pianist,

but for this she studied chord symbols and their relations to words in great detail. The twenty-two examples give us far more guidance and help than could be included in the 1981 American Addendum to the code. Two typos slipped into the final print examples, so mark the following. On page 14, in Example D-11, there is a B7 floating above a G chord. Just cross it out, please, (or shoot it down with your space-invader program). On page 17, in Example D-14 b., a plus sign is missing. It belongs after the Eb chord symbol.

Addendum E: Classical Guitar Notation has 35 examples, and Mary has made it a point to include all the print variations we find in the formation of barre indications, types of print brackets, etc. In fact, another of her extra goodies, a table of print and braille signs for classical guitar, is a gem. This is on pages 44-46.

The final Addendum, F: Chord Diagrams, is one we rarely need, but when we do, we now have a place to look it up. Her examples include diagrams of all kinds, and again, they include the variations that print publishers love to thrust upon us. Thanks, Mary! Now I can find it when I need it.

Music transcribers working regularly for NLS should have received a copy of Addenda D-F. If you have not received a copy, contact the Music Section to get yours. New students entering the course will receive it along with their copy of INTRODUCTION TO BRAILLE MUSIC TRANSCRIPTION by DeGarmo.

Mary DeGarmo claims this finishes her "Introduction" to braille music transcription. I'm not sure I believe her, but I join you in being grateful for her dedication, devotion and just plain practical down-to-earth help. Incidentally, that 80th birthday is April 3, 1984. Don't tell!

THE SET UP
or
WHY CAN'T I JUST OPEN THE GOSH-DARNED BOOK
AND START READING?

Well-organized formatting is the foundation of every successful recording project. If a book's contents have been logically arranged and indexed prior to recording, information will be more easily accessible to the listener. After a format has been established, directional markings in the book and a written instruction sheet will preserve the formatting and greatly increase the ease of narration. The time initially spent setting-up a book in this manner will pay off in a greater savings of time and frustration once actual recording production is underway.

Some books adapt readily to formatting. They seem virtually to have been written to be recorded. Major divisions are well-defined, a concise table of contents has already been prepared, and prominent reference numbers indicate where figures should be described in text. (When was the last time your recording group had such a book? 1959?) Since, generally, a recording format should follow the original written format as closely as possible, the setting-up job is made much easier by these types of books. Even if a book looks as if the author just threw in the ingredients and shook well, though, certain basic guidelines for formatting will make any set-up job a much smoother and more effective operation.

After an initial overview of the book's contents, the order of recording can be determined. OPENING ANNOUNCEMENTS at the beginning of the recording should be standardized as much as possible from book to book. Information should include the complete title of the book, the authors and their professional titles if listed, the publisher and address, copyright information, and any explanatory recording announcements. An opening announcement form may be used to facilitate this process.

The TABLE OF CONTENTS, which should immediately follow the opening announcement, will be the listener's access key to the rest of the book. The recorded

table of contents should reflect any changes that have been made from the original written format; e.g., if the index is being omitted, the contents should note this, or if a section at the end of the book is read at the beginning of the book, this also should be mentioned. If the table of contents is extensive and lists chapter headings and chapter sub-divisions, only the main headings may be read at the beginning of the book. Chapter sub-divisions then can be placed at the beginning of each chapter where they are more likely to be needed and less likely to be distracting. In this case, an explanatory announcement should be read with the main table of contents to direct the listener to the beginning of chapters for more detailed contents listings. Most table of contents will be read straight out of the written text with little or no modifications. Sometimes though (God help us), when the original author doesn't even bother to put in any kind of table of contents, the formatter may need to prepare one especially for the recording project. However your table of contents is arranged, the more closely it reflects your book's format, the more helpful it will be to the listener.

PREFATORY MATERIAL following the table of contents includes any information that a listener will need to know before he begins the text. As much as possible, prefatory material should be read in the order in which it appears in the written text. Notes about the author, though, which are often placed at the back of a print book, should be included with the prefatory section. Other prefatory material might include the dedication, acknowledgments, forewords, and prefaces. If the foreword or preface is written by anyone other than the book's author, the name of the preface author is read at the beginning of the preface rather than at the end, where it usually appears. Since cassettes can't be "thumbed through" as easily as a written book, the proper arrangement of prefatory material will be greatly appreciated by your listener.

Other SUPPLEMENTARY MATERIAL should be read just prior to the actual text. An extensive glossary, though, or an extensive

appendix, can be read on a separate tape. Wherever possible, chapter, notes, footnotes, or answers to exercises should be read where referred to in text. If this material is at the end of the book or the end of a chapter, it may be photocopied so the narrator won't be flipping back and forth in the book during the recording. Indexes generally are not recorded. Exceptions, though, include cookbooks and computer texts which are often used as reference sources. Because supplementary material is the most likely portion of a book to need shifting about, it should be given particular attention during the initial set-up.

The book's TONE-INDEXING format will be another important access key for the listener. When tone-indexing a textbook, major divisions to be double-beeped should be clearly identified. Single beep-tones generally will be given for each page. Occasionally this beep-tone format will vary, though. For instance, if a glossary is being recorded, alphabetical divisions may be beeped instead of pages. In recreational novels that don't include page announcements, only chapter divisions may be tone-indexed. The beep-tone indexing format for each book should be arranged to reflect the purpose for which the recording will be used.

For your narrator's benefit, the book should be carefully MARKED once the initial order and indexing format have been established. Directional markings should be added anytime pages are not read in consecutive order. My favorite directional marking projects are magazines. The logical presentation of articles, which often start in the front of the magazine, then skip to the back with blocks of advertisements sandwiched in between, is no small feat. For smoother reading in any book, paper clips can be used to omit blocks of photos that don't add materially to the text. Other markings may include pencilling in page numbers on unnumbered pages, mentioning points where figures should be read, and leaving double-beep reminders at major divisions. Sometimes if major divisions are numbered but not labeled, titles need to be written in at each division. Marking books in this manner will avoid possible confusion and catastrophe during the actual recording process, and make the reader's job immensely easier.

Before actual recording production begins, a written WORKSHEET should be prepared to communicate formatting instructions to the recording team. This worksheet should include an opening-track announcement format, tone-indexing directions, and any special instructions for the particular book being read. These instructions may be abbreviated by referring to sections of the NBA Recording Manual wherever possible. For example, footnoting instructions may simply read, "Footnotes: See NBA Recording Manual, page 11." If figure description locations have not been marked in the book by the formatter, an instruction forewarning the narrator may read, "Select appropriate break in text to describe figures, preferably at the end of the paragraph where figure is first mentioned in text." Then, even if many different narrators are marking a single book, the format will remain consistent from the beginning to the end of the project. All worksheet instructions should be designed to convey and preserve the initial format throughout each phase of recording production.

Regardless of the specific formatting system your recording group uses, the details involved can be simply summarized. The formatter should follow the original written format as closely as possible. The purpose of the recording and the inherent qualities of the final cassette medium should also influence formatting decisions. The final format should facilitate smooth, consistent narration, and provide easy location and access to information by the listener. All these factors should be used to determine the final recording format of any book.

Leslie Burkhardt
CTEVH Recording Specialist

MAPS

In view of the fact that there is a new social studies adoption this year, it seems time that this column addressed the subject of maps. Fig. 1, below, shows a page from a workbook (reduced in size).

A road map is a guide for traveling from one place to another, usually by car. The map below shows San Diego, California, and surrounding areas. Use the map to complete the sentences that follow. Circle the letter next to each answer.

Key

- Freeway
- State Highway
- Thoroughfare
- Point of Interest
- City Border

0 3 4 7 scale: 1" = 7 miles

- The road called the Cabrillo Freeway is also numbered as _____.
 - 94
 - 5
 - 54
 - 395
- You would take Highway _____ from Route 395 to reach San Diego State University.
 - 15
 - 54
 - 11
 - 67
- La Jolla is located _____ of Mission Beach.
 - east
 - west
 - north
 - south
- The best way to reach El Cajon from La Mesa is to take Highway _____.
 - 4
 - 8
 - 5
 - 67
- San Clemente Canyon is located between _____ and _____.
 - Coronado and National City
 - La Jolla and Sea World
 - Highways 5 and 395
- Coming from La Jolla to visit Sea World, you would use _____.
 - Highway 67
 - Highway 5
 - Highway 54
 - Highway 94
- The Cabrillo Freeway is the main inland road leading _____.
 - east and west
 - north and east
 - north and south
 - east only
- Lemon Grove is located on Thoroughfare _____.
 - 94
 - 67
 - 395
 - 5

Fig. 1. Map from social studies workbook

How do we attack this problem? Obviously, we have to simplify the map. Begin by making a photocopy of the map. Then go through each question and list the items mentioned. You will have a list of numbered and/or named roads and a list of places. Take your photocopy and, using liquid paper, white out all roads and places not on the list. From the map in Fig. 1 in our example, we are left with the map in Fig. 2, below.

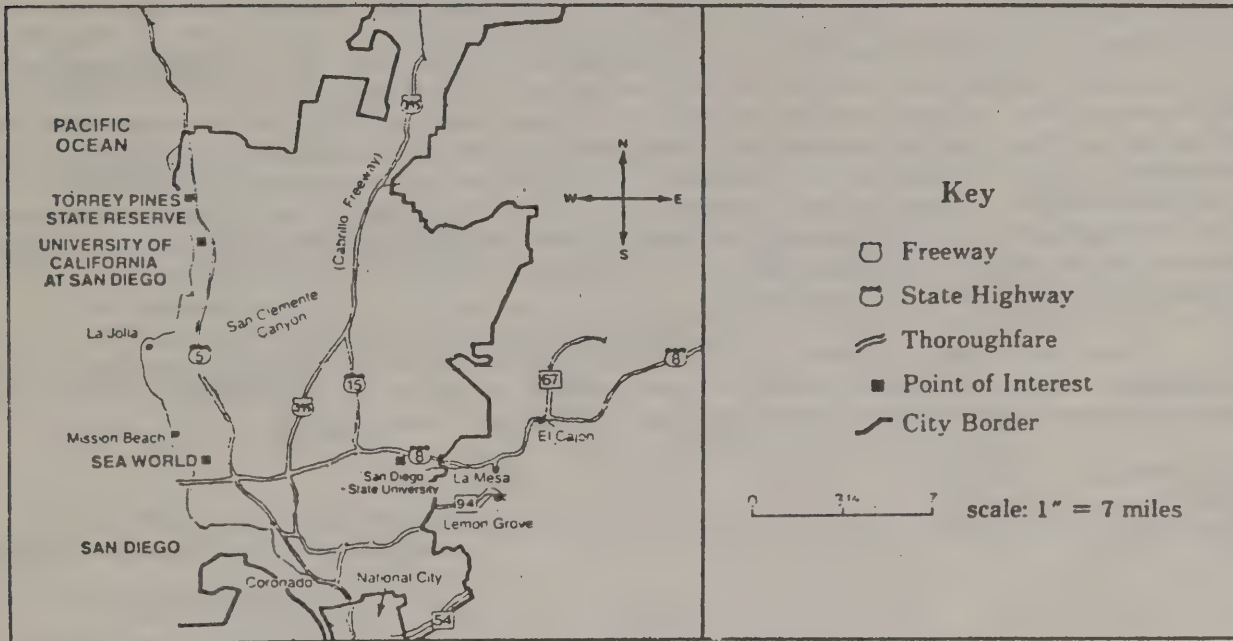


Fig. 2. Map simplified

The map must then be enlarged. If you have access to an enlarging photocopier, you are in luck. If you do not, the following method works well and is relatively easy. Assuming that you use a running head on the braille page, you will have approximately 9" x 9" to work with. Our example is 3-3/4 x 3-1/2". Examination shows, however, that it can be cut down to 3" x 3" with no loss of essential information. This will allow a 3X enlargement. After cutting it down to 3" x 3", divide the square into 1/2" squares as shown.

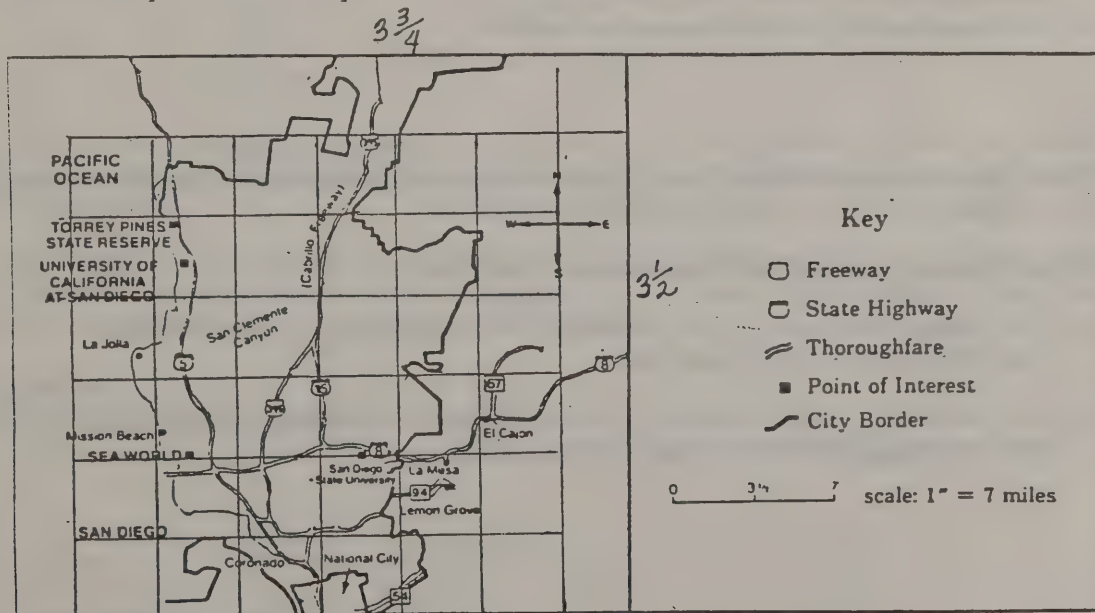


Fig. 3. Map with half-inch squares superimposed

Now draw a 9" x 9" square on the braille page and divide it into $1\frac{1}{2}$ " squares. [These will correspond to the $\frac{1}{2}$ " squares on your print map $\frac{1}{2}$ " x 3 equals $1\frac{1}{2}$ ".] It is now possible to free-hand the map onto the braille page making placement to compare to the print segments. Transfer to the back of the braille page all lines which will be tooled [worked on from the back] by means of carbon paper or a light table. Before applying any collage or glue-on items, braille all labels onto the map.

The key should be placed on the page preceding the map. Be sure to remember that 3" now equals 7 miles! Because the author has a "key" so labeled, your transcriber's key must have another name. You may call it "abbreviations of place names." This has the further advantage that you are not then limited to using only two lower case letters, but may use, for instance, "tpsr" to represent TORRY PINES STATE RESERVE. Your entire "abbreviations of place names" must be contained within transcriber note symbols (dots 6-3). Using the abbreviations reduces clutter on the map and also reduces ambiguity in knowing what the label is identifying (because the label takes less space and because the map has been simplified. It is possible to place the label at a spot where it could identify only one item).

When embossing, be sure to use different textured lines for different items on the map. For instance, carpet thread for roads and the serrated wheel for city boundaries—or vice versa. When doing maps, the embossing is the easiest part of the task. Do it right!

Jane Corcoran
Tactile Illustration Specialist

REFERENCE SIGNS AND SYMBOLS

The spacing and placement of reference symbols is dependent upon one or more of the following:

1. The material with which it is associated
2. The placement of the reference sign in print
3. Whether or not it introduces or refers to a footnote

SPACING

If the reference sign applies to a word, it must always be spaced away from that word. This holds true whether or not the sign introduces a footnote.

If the reference sign applies to a letter or numeral:

- a. If it calls attention to or introduces a footnote, it must be spaced away from that letter or numeral.
- b. If it does not call attention to or introduce a footnote, the symbol must be unspaced from that letter or numeral.

PLACEMENT

If a reference sign calls attention to or introduces a footnote and is attached to a word or mathematical expression, then the reference symbol must follow that word or expression with a space between.

If a reference sign calls attention to or introduces a footnote but is unattached, however, you must keep the relative print position (preceding or following), and a space must be left on either side of the reference symbol (except, of course, for any punctuation which applies to the reference symbol).

EXAMPLES

A Cantor* set is . . .

The reference sign is attached to a word; it calls attention to a footnote; so it must be spaced away from the word, and it must follow the word.

Irrational* numbers . . .

The reference sign is attached to a word, so it must be spaced away from that word; the relative print position is retained.

* Irrational numbers . . .

The reference sign is unattached to a word and does not introduce a footnote, so print placement is retained; a space must be left because it is associated with a word. Note that even if this asterisk did introduce a footnote, it would still be placed in the same position, because it is unattached to the word.

*10.

In the above example, the asterisk indicates that the problem is "for extra study" - it does not call attention to or introduce a footnote, so it must be unspaced from the problem number to which it applies.

Note that, if, in the above example, the asterisk did introduce a footnote, the placement of the asterisk in braille would differ completely; you would leave a space after the period and then place the asterisk and then leave another space.

Joyce Van Tuyl
Braille Mathematics Specialist

MORE FUN WITH LITERARY BRAILLE PROBLEMS

IRREGULAR CHAPTER HEADS AND BEGINNINGS

Bertha Ladd, of Sacramento, came across a book with most peculiar chapter heads, with the word "Chapter" on one line and the spelled-out chapter on another, e.g.,

Chapter THREE

This doesn't make any sense at all in braille, and should be done all on one line, double-capped, centered.



Reminder: Some printers begin each new chapter with a few words in full capitals, or other type-faces, or even decorated print. IGNORE IT. Similarly, some printers will begin each new chapter at the left margin, even though all other paragraphs are indented. Again, IGNORE IT. Use normal indentation and normal capitalization.

MORE QUESTIONS FROM MARGE

. . . Bregar, that is. First, how come we can use the "st" sign in mystic, but not in dystrophy? Our dictionary tells us that "dys-" is a prefix meaning bad, ill, abnormal. We are not allowed to overlap a major, structural syllable division, such as the division between prefix and root, prefix and base word, unhyphenated compound words, etc. We are allowed to contract overlapping a minor, ordinary syllable division. A good example: we can use the "st" sign in mistress but not in mistrust. (In the second, the "mis" is a prefix; if it were a prefix in "mistress" it would mean something wrong with your hair: mis-tress, which is obviously not its meaning.)

What about hyphenated letter combinations like A-V? We run into a plain letter requiring the letter sign in the Code (ENGLISH BRAILLE—AMERICAN EDITION) on p. 17, in the examples following 12.a.(4), in D Day. But on p. 19, sec. 13.b. says the letter sign is not required when single letters are spaced by hyphens, as in representing spelling, etc. Example is given in V-J Day; also T-H-G (meaning Tin-Hat-General).

A question about numbers separated by parentheses, such as 623(7) — do you or don't you repeat the number sign — is not spoken to directly in the code, which simply says in sec. 28.a.: "The effect of the number sign is not terminated by commas, colons, hyphens, fraction-signs, and decimals." Notice they don't say anything about parentheses. Norma Barker, our excellent proofreader, said when the number is followed by a letter, no letter sign would be required within the parentheses; but a second number sign would be, for a number. Examples:

243(b)  But: 243(2) 

Let me repeat — this is NOT in the official code, simply my interpretation of it. And especially, don't try to extend this into math braille.

HELP — MY VOLUME IS TOO GREAT!

Sometimes (either through our own absent-mindedness, or that of the transcribers in our group if we happen to be the chairman putting a book together) there's a lo-o-ong chapter of well over 100 braille pages, and nobody paid attention to the need for a volume-break. Do we have to do the whole book over from there?

No, we don't — and we thank Mary Maxwell of San Anselmo for bringing up this question. Check first to see what optimum volume size your group prefers. (Library of Congress prefers volumes of 90 pages or thereabouts, and of as nearly equal size as possible; Braille Institute prefers volume breaks to occur at the ends of chapters if possible, and is more flexible as to volume size; check with the agency you're brailleing for in advance.)

Suppose your group wants a new volume to begin with a new chapter. And suppose your existing chapter is 135 pages long. Beginning about the 60th braille page, start to look for a logical break in the text — a "meanwhile back at the ranch" blank line indicating major change in scene or action for example — and re-braille that page, up to the blank line. (It's especially nice if the blank line occurs near the top of the braille page.) Leave a blank, braille the "END OF VOLUME ___" indication.

On another sheet of braille paper, use the "repeat sign" for the page number (dots 5-6; see "green Krebs" sec. 16(3) or Dorf "Manual" sec. 89). This will leave you with a shorter page of text, but the only cure for this is computer-assisted braille. See the exhibits and discussions at the March Conference to find out how to do instant revisions on the Apple and other computers.

How about next time? Try brailing a few print pages, to find out how many pages of braille equal one page of print. From this, you can estimate how many braille pages the entire book will require, and then you can "pre-volume" the book — decide in advance where the volume breaks will occur. (This is easy to do with straight literary braille; it's much harder with many textbooks.) Remember, "An ounce of prevention is better than a gallon of bitter tears!"

Mr. Krebs gives instruction for this on page 37, sec. 15(2); Mrs. Dorf tells you how on page 85 of the Manual.

A GLIMPSE OF ANOTHER CODE

Here are just a few examples of Grade Two Danish Braille. They too have whole-word alphabet signs, whole- and part-word contractions, etc., with rules that govern their usage, just as we do.

They do fractions the way the British do (the way our music braillists do time signatures) with upper and lower numbers. Some examples:

3/4 is $\frac{\text{3}}{\text{4}}$ and a mixed

fraction, 3-5/8, is $\frac{\text{3}-\text{5}}{\text{8}}$

Interestingly, they have a sign for % (which they call "procent") and also a sign for o/oo (which they call "promille") — a useful mathematical concept we don't even have in print, to my knowledge.

It doesn't add to our skills as American braillists, but it does give an insight into the problems of blind readers who attempt to be multi-lingual. So many European languages have their own independent systems of contracted braille!

Norma L. Schecter
CTEVH Literary
Braille Co-Specialist

Stk. 1. Alfabetforkortelserne (28)

<u>ord</u>	<u>forkortelse</u>
at	$\frac{\text{a}}{\text{--}}$ a
bliver	$\frac{\text{b}}{\text{--}}$ b
du	$\frac{\text{oo}}{\text{--}}$ d
efter	$\frac{\text{z}}{\text{oo}}$ z
eller	$\frac{\text{e}}{\text{oo}}$ e
for	$\frac{\text{f}}{\text{oo}}$ f
før	$\frac{\text{ø}}{\text{oo}}$ ø
gør	$\frac{\text{g}}{\text{oo}}$ g
han	$\frac{\text{y}}{\text{oo}}$ y
har	$\frac{\text{h}}{\text{oo}}$ h
hun	$\frac{\text{u}}{\text{oo}}$ u
hvad	$\frac{\text{w}}{\text{oo}}$ w

ARE YOU ADAPTIN'?

How many of you have readily accepted and adapted to the 1980 Code changes? C'mon, be honest now . . . I'm willing to admit that I really dug my heels in and resisted a few of them at first. I was positive that it would be "terribly difficult for 'children, especially' to make this adjustment". (Old ways are hard to change!) I am also willing now to admit that it has become easier all the time. Yes, it did go against the grain to ignore the space that used to be required after a natural pause: "(to) (and)fro", "he was (to)go (by) (to) pick up the final report". But, I'm also willing to put it in black and white right here that it does NOT appear to have had a devastating effect on students (either child or adult) that I thought perhaps it would.

I did a poll recently within several groups of transcribers and found that they, too, were adapting quite well.

Have any of you out there found the opposite to be true? I'd really like some feed-back on this (especially if it's negative), from the standpoint of transcribers, teachers of transcribers, teachers of visually impaired children and adults, and anyone else wishing to express an opinion.

As a teacher of transcribers, I must confess that new students, spared the agony of deciding "Is that a natural pause; is the preposition really followed by its object or a modifier of its object?", seem quite happy just to glide right over that paragraph I've carefully xx'd out in the Manual. And none the worse for it. It makes me believe it's primarily "change" that we resist. In addition, of course, we have a genuine desire to make the braille more easily read. I've yet to find an adult reader who's objected to the new rules or found them difficult to cope with. Any young student I've questioned, just responded with "Huh?", or with a hint in his/her manner that says "What the heck is she talking about?" Of course, many of the textbooks they're using were brailled or press-printed prior to the above-mentioned changes, but even the "mixing" of old and new does not seem to confuse them.

Most of the other changes were much easier - somehow the elimination of

the space required after a natural pause with AND, FOR, OF, THE, WITH, and A seemed easy right from the beginning - at least for me. But I do need to watch myself that I do not forget to continue to leave the space when a composition sign (capital, italic) appears between. As Norma mentioned in the last issue of TCT, to a sighted transcriber this may seem unnecessary, but the rule says we must NOT join them.

The contractions for TO, INTO, and BY are now preceded and/or followed by a capital sign or an italic sign seems to make sense - but here, occasionally, I hear some grumblings. How about you? Let us know - personally . . . or, right here in TCT.

Speaking of capital and italic signs, reminds me of a discussion that took place in a workshop many years ago (at least seven or eight) when Maxine Dorf, recently retired Head of Volunteer Services for the Library of Congress, cited an easy-to-remember acronym to assist in recalling all the braille composition signs. (Particularly helpful for new students, of course.) Much of the time we "older" transcribers tend to forget to formulate our news and/or information for the newer people in the field.

Maxine's brief, but concise, description of composition signs and their use was something like this. The acronym was CITLAN: capital, italic, termination, letter, accent, and number sign. The capital sign signifies that one letter is capitalized and the double-capital sign is used for two or more such letters. The italic sign indicates that one word or portion thereof is in italic type and the double italic sign is used mostly in technical works but is necessary in general literature on occasion to terminate either capitals or italics within a word. The letter sign shows that the following character is not an alphabet contraction or number but is indeed a letter. The accent mark indicates that the letter has a distinguishing feature such as grave or circumflex marking. The number sign shows that the character or characters which follow are numbers, not letters.

Many of us will be quoting and remembering Maxine's good sense, good humor, and varied capabilities for a long time to come. We hope she'll be like most who retire from

one phase of transcribing and continue it in other ways. There's no such thing as total retirement . . . take it from one who knows!!

If you'll recall, in the last TCT I gave examples of Running Heads. I neglected to indicate one other choice you have if the full title in full double caps OR full title in single caps does not fit. You may then use an abbreviated title in full double caps before having to resort to the abbreviated title in single caps. Thus, your options, in order of preference, are:

- 1) Full title in full double caps
- 2) Full title in single caps
- 3) Abbreviated title in full double caps
- 4) Abbreviated title in single caps

Betty Schriefer
CTEVH Literary
Braille Co-Specialist

EXECUTIVE BOARD 1983-84

President: LEAH MORRIS 3928 Sunny Oak Rd., Sherman Oaks 91403
Vice-President: ROBERT DODGE 65 Linaria Way, Menlo Park 94025
Secretary: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS 152 Hamilton Ct., Los Altos 94022
C. ROBERT CALHOUN 6404 Linda Vista Rd., San Diego 92111
BOB ELFORD 4097 39th Ave., Oakland 94619
JIM FISHER 760 E. Robinwood, Fresno 93710
LIL GARDNER 7046 Park Manor Ave., North Hollywood 91605
LYNNE LANEY-MILO P.O.Box 995, Georgetown 95634
JOAN S. LEVY 339 Loma Media Rd., Santa Barbara 93103
MAUREEN REARDON 114 Peony Ct., Fremont 94538
CATHY ROTHHAUPT 2424 Roslyn Way, Sacramento 95825
JANE O'CONNOR VERHAGE 741 N. Vermont Ave., Los Angeles 90029
BILLIE ANNA ZIEKE 2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR (Ex-Officio) 721 Capitol Mall, Sacramento 95814

CTEVH SPECIALISTS

BRAILLE

Literary: NORMA L. SCHECTER (714) 536-9666
8432 Northport Dr., Huntington Beach 92646
ELIZABETH SCHRIEFER (916) 486-9242
751 El Encino Ave., Sacramento 95825
Mathematics: JOYCE VAN TUYL (415) 962-9494
854 Jordan Ave., Apt. E., Los Altos 94022
Music: ELINOR SAVAGE (619) 328-8003
350 Andora Way, Cathedral City 92234
Tactile Illustration: JANE CORCORAN (415) 851-2122
400 Old La Honda Rd., Woodside 94062
Textbook Format (H.S.&over) ELIZABETH C. SMITH (415) 592-4982
and Foreign Language 1920 Norte Dame Ave., Belmont 94022
Textbook Format BILLIE ANNA ZIEKE (714) 776-6754
(Kindergarten - 8th Gr.) 2115 W. Judith Lane, Anaheim 92804

LARGE TYPE AND ENLARGED DRAWING

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015

RECORDING

LESLIE BURKHARDT (213) 663-1111
Braille Institute
741 N. Vermont, Los Angeles 90029

Awards Chairperson: ELIZABETH SCHRIEFER

Historian: DONNA COFFEE

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues \$8.00: New ☐ Renewal ☐ Life Membership (\$150) ☐ . Check payable to CTEVH.

Katie N. Sibert Memorial Scholarship fund ☐ \$ _____

NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or
other (specify) _____.

If visually handicapped, do you want CTEVH
publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVENUE
LOS ANGELES, CA 90029

LIFE MEMBERS

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Lillian S. Gardner
William Gerrey
Georgia Griffith

Alice Harwood
Russell M. Kirbey
Rose Kelber
Bernard Krebs
Bettye M. Krolick
Mabelle McMahon
Leah Morris
Miriam Nelson

Evelyn B. Olgiati
Barbara Rubin
Norma Schechter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 ETHEL SCHUMAN
1965-67 CLAIRE KIRKPATRICK
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN &
KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

SUMMER 1984



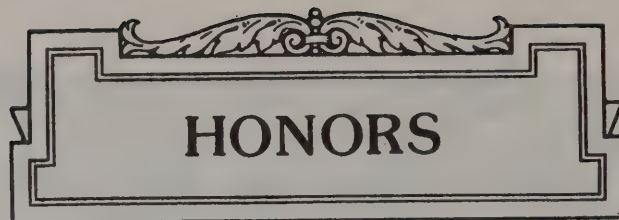
C T E V H

DISTINGUISHED MEMBER

THE CALIFORNIA TRANSCRIBER



The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

MARY ELLEN ROGERS

SUSAN WILLIAMS, Sixth District, California PTA, Braille Transcription Project, San Jose

MARGARET G. GLAESER, Corte Madera

JOAN A. KUPINSKY, Woodland Hills

MARION L. LUSK, Sacramento

BETTY S. MILLER, San Anselmo

DOROTHY L. WELLS, Stockton

MATHEMATICS BRAILLE

RICHARD "TED" HOWELL, Sixth District, California PTA, Braille Transcription Project, San Jose

ANN S. KELT, Concord

* * * * *

SPECIAL RECOGNITION

WANDA COPE, retiring Chairperson, CTEVH Award Pin, from members of Braille Transcribers, Sacramento North Area

LUCY McCLELLAN, Sixth District, California PTA Braille Transcription Project, San Jose; PTA Certificate of Recognition



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

SUMMER 1984

VOLUME XXVII, NO. 2

INSIDE STORY

PRESIDENT'S MESSAGE	Robert Dodge	34
"KATIE FUND" NEWS		35
CTEVH GIFT MEMBERSHIPS		35
HIGHLIGHTS FROM SPRING BOARD MEETING		35
CTEVH PUBLICATIONS	Aikin Connor	36
CTEVH CERTIFICATES OF APPRECIATION		36
TREASURER'S REPORT	Donna Coffee	37

GENERALLY SPEAKING

MARSHA MARTIN NAMED 1984 OUTSTANDING PEACE CORPS VOLUNTEER		38
TIPS 'N TIDBITS FOR TEACHING TRANSCRIBERS	Norma L. Schecter	39
NEW COOKBOOK ANNOUNCED		39
LET'S SHARE RESOURCES	Norma L. Schecter	40

SACRAMENTO FILE

NEWS FROM CDHS	Fred L. Sinclair	41
CAPITAL CORNER	Staff, Office of Special Education	42
	Julie Cormier	43

NEWS OF GROUPS

NEWS OF GROUPS		44
INTERESTING TRANSCRIPTIONS		46
LITERARY BRAILLE TRANSCRIBING CLASSES		46
NEW OFFICERS/ADDRESSES		46

OUR SPECIALISTS SAY

A PROBLEM FROM A READING WORKBOOK	Billie Anna Zieke	48
UPPER(LITERARY) OR LOWER (NEMETH)?	Joyce Van Tuyl	48
THE CLEAN, SERENE MACHINE: PERIODIC CARE OF RECORDING EQUIPMENT	Leslie Burkhardt	49
IN LITERARY BRAILLE, THERE WILL ALWAYS BE A PUZZLE CORNER	Norma L. Schecter	51
A LITTLE OF THIS 'N THAT	Betty Schrieffer	52
LARGE TYPE: XEROX 1035 COPIERS	Marian Wickham	53

CONFERENCE REPORTS

PRESENTATION OF CTEVH DISTINGUISHED MEMBER AWARD	Joyce Van Tuyl	55
CTEVH CERTIFICATE PRESENTED TO JANE O'CONNOR VERHAGE	Aikin Connor	57
WORKSHOP REPORTS		
HAVE CASSETTE, WILL RECORD #102	Leslie Burkhardt	58
PEDESTRIAN AND STREET SAFETY #105	Helen Elias	59
HIGHLIGHTS OF BRAILLE MUSIC #201	Georgia Griffith	59
BEGINNING FINGERMATH #203	Beverly Smay	60
OFF TO COLLEGE #207	Helen Elias	60
ORIENTATION AND MOBILITY FOR THE SEVERELY HANDICAPPED/VISUALLY IMPAIRED #301	Berdell Wurzbarger	61
MECHANICS OF BRAILLE MUSIC #409	Georgia Griffith	63
LARGE TYPE AND . . . #503	Marian Wickham	64
BRAILLE TRANSCRIPTION BY HOME COMPUTER	Bettye Krolick	65

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: DOROTHY DEYOUNG

BRAILLE TRANSCRIPTION: DORIS PONTAC

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

EDITORIAL BOARD: BARBARA BLATT RUBIN, BETTY SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1984 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

INSIDE STORY

PRESIDENT'S MESSAGE

First, I would like to welcome to the Board of Directors, Rose Kelber, Carol Morrison, and Marian Wickham, and to say so-long to those who have departed. (Departed, in this case, meaning having left this heavenly board, not as having advanced upstairs to THE HEAVENLY BOARD.)

To all of you who thrust the office of President into my hands, I hope that I live up to your expectations and trust. I did not seek or desire this position yet am honored by your endorsement and support. Your TCT editor has been after me for some time to provide background information so that all of you might know me a little better.

Having been raised in the state of Washington and having had no contact with visually impaired individuals for the first twenty-four years of my life, it's astounding to think that I, a simple farm boy (I still think of myself that way) should have taken this path as a vocation.

My undergraduate counselor asked me one day, "How would you like to do your student teaching at the [Washington] School for the Blind in Vancouver?" After several days of deliberation, I agreed, and within three weeks I found myself in a fifth grade classroom at the school. I emerged ten weeks later with a promised scholarship for advanced study at Perkins School for the Blind, near Boston, and so much enthusiasm for teaching in this field that I could hardly contain myself.

It was at Perkins that I met Mary Hessel, who, at the time, was a psychometrist in the Guidance Office, there. We were married in 1962 on a cold winter day in Washington, Connecticut.

After teaching at Perkins for two years, we moved with our son, Bradley, to Colorado Springs, Colorado, where, again, I had a class of fifth graders at the State School. While we were in Colorado, our second son, Gary, was born.

We learned about fossil hunting, ghost towns, and that it can snow any month of the year

there. In fact, two days before Gary was born (in mid-August), Mary and I were caught in a snow storm while panning for gold in the hills.

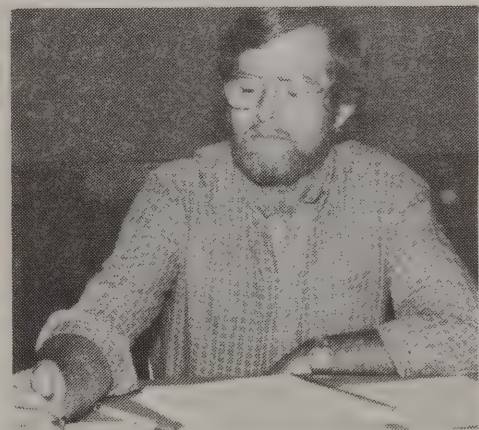
Well—from Colorado, we returned to Boston so that I could complete my Master's Program and then it was on to Tacoma, Washington, and my first experience in a non-residential program. The lure of California was too great, and in 1969 we packed up the family and headed for San Mateo County, which we now call home.

Being active in professional organizations has been a way of life for me. I am a former board member of AEVH and a life member also; have been a participant in four National Conferences and two or three State Conferences (CTEVH) primarily on the subject of sex education; have had several articles published in obscure journals, again on sex education; and now finally, am your Board President.

I love to teach and am indebted to my present and former students who have rewarded me with love and affection. Booker T. Washington once wrote:

I believe that any man's life will be filled with constant and unexpected encouragement, if he makes up his mind to do his level best each day, and as nearly as possible to reach the high-water mark of pure and useful living.

Bob Dodge



"KATIE FUND" NEWS

The Katie N. Sibert Memorial Scholarship Fund continues to grow through the contributions of Katie's friends and the support of the CTEVH Board. The fund, which now totals more than \$4000, is currently on deposit, drawing a high rate of interest which will provide money for the first scholarship to be awarded next spring. The Scholarship Committee will be meeting and finalizing details for administering the scholarship on an annual basis.

CTEVH invites members and their friends to continue to contribute to the memorial with the hope that each year the award will increase.

You may contribute when you send in your CTEVH dues simply by checking the box marked "Katie N. Sibert Memorial Scholarship Fund" and indicating the amount. You may contribute also by sending an amount to Gifts and Tributes, indicating that you would like your contribution (honoring whomever you wish) to be added to the "Katie Fund". Or, of course, you may simply send a check to the Treasurer, marked "Katie N. Sibert Memorial Scholarship Fund".

CTEVH GIFT MEMBERSHIPS

Do you enjoy reading THE CALIFORNIA TRANSCRIBER? Had you ever thought of making a donation to CTEVH to provide one or more gift memberships to people overseas, to whom our activities must be of great interest (in fact, downright astonishment)?

We have had people providing gift memberships to readers in Nigeria, Hong Kong, Great Britain, Australia, and New Zealand, from time to time. If you have pen-pals (or "dot-pals") in another country, send their names and addresses to our membership chairperson. If you'd care to specify a country from the above list, mention it, in case those memberships were not renewed this year.

It's a great way to make friends overseas—it'll help spread our sources of information worldwide—and besides, it'll make you feel so good.

Check in the amount of \$8.00, payable to CTEVH
Send to:

CTEVH Membership Chairperson
741 No. Vermont Ave.
Los Angeles, CA 90029

For membership for a specific person, use the membership form on the inside back cover of TCT.

HIGHLIGHTS FROM SPRING BOARD MEETING

New Officers elected by Board:

Bob Dodge, President
Jane Corcoran, Vice-President
Lynn Laney-Milo, Secretary
Donna Coffee, Treasurer

Projects:

ACCESS . . . is in process of being updated, with new edition to be ready for graduates in Spring 1985.

Resources Project (to place information kits in libraries regarding local and statewide resources for VH) is moving ahead. Kits have been developed by Jane Corcoran and committee which will cost CTEVH about \$16 per kit. Board decided to place information flyers with Chambers of Commerce, Senior Citizen groups, county social services, and low-vision optometrists in Alameda, Placer, El Dorado, Fresno, Orange, and Santa Barbara counties.

Conference Handbook, compiled by Betty Schriefer, was gratefully accepted by Board. This will be of invaluable assistance to conference committees in the future.

BANA:

Once more, CTEVH Board has written BANA with regard to possible CTEVH membership. Board approved letter drafted by Billie Anna Zieke.

Katie N. Sibert Memorial Fund:

Board voted to move \$2400 from Gift and Tributes account to the "Katie Fund" so that at least one \$300 scholarship could be awarded next spring, from Fund income. Details of eligibility, etc., will be decided at fall Board meeting.

Miscellaneous Board Action:

Board authorized Pres. Bob Dodge to appoint two Computer-Assisted Braille Specialists.

Board confirmed appointment of Leah Morris as Co-Specialist (with Joyce Van Tuyl) for Braille Mathematics.

Committee was appointed to develop recruiting strategies to encourage young people to become braille transcribers.

CTEVH PUBLICATIONS

Throughout much of its history, CTEVH has developed and produced publications of interest and merit. Quite a few (if not all) of these publications were known as "TCT Supplements" and were included initially as supplements to regular issues of TCT. Our former TCT Editor, Norma L. Schecter was responsible for a number of these, either directly, as author, or indirectly, as editor.

Most of the TCT Supplements are now out-of-date and are no longer available, or are available in very limited quantities. On the agenda for the editorial committee is the review of these publications to consider updating or reissuing them as "CTEVH Monographs".

In Spring of 1980, CTEVH published its first book, ACCESS TO RESOURCES FOR VISUALLY HANDICAPPED STUDENTS. ACCESS . . . (as it has come to be known) was developed under the leadership of Barbara Blatt Rubin and was produced in both large type and braille by the American Printing House for the Blind, where it is available for purchase through the Federal Quota Program or on accounts receivable.

As a gift to each of our graduating visually handicapped students in California, CTEVH annually presents either a braille or large type copy. ACCESS . . . is scheduled for updating and revision before next Spring's high school seniors graduate.

In 1982, Bernard M. Krebs and his wife, Naomi, offered CTEVH all royalties on his books TRANSCRIBERS' GUIDE TO ENGLISH BRAILLE and LESSONS IN BRAILLE TRANSCRIBING if we would agree to keep them updated and make them widely available to transcribers. Under the leadership of Norma L. Schecter (we owe much to that lady's wits and enterprise), an Addendum was developed for each book which contained material reflecting the Code changes of 1980. The Student Store at Braille Institute agreed to handle the dissemination of both books and the addenda.

In 1983, Norma edited a revised edition of the "Green Krebs" (now published loose-leaf to provide for ease of future updates) which is now available through Braille Institute.

As we look ahead to our next twenty-five years, it seems likely that CTEVH will continue to publish both monographs and books, as well as The California Transcriber, as long as such publications are useful to transcribers and educators.

Aikin Connor, Editor

CTEVH CERTIFICATES OF APPRECIATION

1974	VOLUNTEERS OF VACAVILLE
	BRAILLE INSTITUTE OF AMERICA
1975	ESTHER FOX
	MARIE ERICH
1976	NORMA L. SCHECTER
1977	BOB DASTEEL
	DONN SPENCER
1978	MARY DEGARMO
	BETTY BRUDNO
	EVELYN OLGIAITTE
1979	RUTH LOWY
1980	ETHEL SCHUMAN
	DIANE MEYER
1981	CARL LAPPIN
1982	BARBARA BLATT RUBIN
	BILL BRIGGS
	MICHAEL LANDON
1983	AIKIN CONNOR
	CAROLYN "CHRIS" MACKEY
1984	BERNARD M. KREBS
	JANE O'CONNOR VERHAGE

CALIFORNIA TRANSCRIBERS AND EDUCATORS
OF THE VISUALLY HANDICAPPED

FINANCIAL STATEMENT AS OF DECEMBER 31, 1983

Cash on Hand - January 1, 1983	\$38,286.61
--------------------------------	-------------

Receipts - 1/1 - 12/83

Awards	\$ 93.00	
Dues	9,456.00	
Gifts & Tributes	637.00	
Interest Income	4,044.87	
Life Memberships	600.00	
Monographs	43.60	
Conference: 1983	10,437.00	
Conference: 1984	1,100.00	
Katie Sibert Memorial Fund	1,540.00	
Krebs Instruction Manual & Guide	3,272.50	
ACCESS	19.50	
Miscellaneous Income	105.36	
		31,349.23
		\$69,635.84

Disbursements - 1/1 - 12/83

Awards	\$ 38.28	
Audit & Taxes	7.50	
The California Transcriber	4,274.55	
Mailing Expense	576.67	
Conference: 1983	7,805.53	
Conference: 1984	662.57	
President	57.41	
Secretary	359.77	
Treasurer	89.87	
Membership	580.31	
Board of Directors	2,133.87	
Nominating Committee	49.94	
Life Membership	37.05	
Specialists	66.24	
Krebs Instruction Manual & Guide	187.00	
Special Service Projects	523.38	
Gifts & Tributes	20.69	
Policies & Procedures	8.38	
		\$17,479.01

Cash on Hand - December 31, 1983	\$52,156.83
----------------------------------	-------------

Cash Reconciliation:

Checking Account (8%)	\$12,801.18	
Savings Account (10.70 due 2/3/85)	13,786.86	
Life Membership (7.5%)	1,508.32	
Life Membership (10.7% due 2/3/85)	2,490.67	
T-Bill (9.27% due 6/23/84)	10,000.00	
T-Bill (9.532 due 5/1/84)	10,000.00	
Katie Sibert Memorial Fund	1,569.80	
		\$52,156.83

Conference Recap 1983

Receipts	\$10,437.00	
Disbursements	7,805.53	
	2,631.47	

GENERALLY SPEAKING

MARSHA MARTIN NAMED 1984 OUTSTANDING PEACE CORPS VOLUNTEER

On May 8, 1984, Marsha Martin, longtime friend and former student of Fresno's teachers and transcribers (see "Fresno's Volunteer for the Peace Corps," by Barbara Blatt Rubun, TCT, Summer 1983, p. 46) was named Outstanding Peace Corps Volunteer. In a letter of record to the Speaker of the U.S. House of Representatives, the Honorable Richard H. Lehman, representative for the Fresno area, details some of Marsha's more noteworthy accomplishments.

Mr. Speaker:

In these days of funding cuts for social services, the full measure of contributions from volunteers in American society is being realized. Never before have volunteers, who give their time so selflessly, been so crucial to maintain American standards of service to those less privileged than others. This is National Volunteer Week and I am honored to bring to your attention the achievements of a young woman, Ms. Marsha Martin, who resides in my district.

Marsha is being honored today as one of the Outstanding Peace Corps Volunteers of 1984. To be chosen from among more than 5,000 Americans serving overseas is no small accomplishment. However, Marsha is used to great accomplishments. Marsha is a very special Peace Corps volunteer, because she is blind. She has overcome this disability and dedicated herself to helping others who are similarly afflicted.

Marsha is currently serving in Ecuador as an advisor in education for the blind on subjects such as orientation, mobility, daily life skills, and Braille. Life in a lesser developed nation is never easy to adjust to yet Marsha has persevered and is providing an exceptional role model to her Ecuadorian counterparts, as well as her fellow Peace Corps volunteers.

Marsha is to be commended for more than her activities in Ecuador. As a student at Fresno State University, Marsha was recognized by many because of her running. She ran up to 20 miles a day without the aid of a dog. Using simply her sharp sense of hearing, Marsha would run all over campus with a running partner. Last year, Marsha decided she wanted to participate in the Fresno Volunteer Bureau's Triathlon. [. . .] It should come as no surprise by now to learn that Marsha ran all 6.2 miles, biked 26 miles, and swam 400 yards. Marsha placed third and was the only disabled competitor in the race.

Back home in Fresno, Marsha is known for her independence and the tireless energy she exhibits teaching other blind individuals Braille and mobility skills. She put in long hours at the Disabled Student Studies Center, as well as at Fresno Volunteer Bureau. The many people I have spoken with in Fresno all miss her and look forward to her return from Ecuador.

Despite the wide variety of Marsha's accomplishments, one thing that everyone has mentioned in speaking of her is the wonderful cookies she makes. I have never tasted these cookies, but they must be good—everyone I spoke to about Marsha remarked on them.

Mr. Speaker, I am amazed by the abilities of this young woman and extremely proud to represent in Congress such a remarkable individual. I am sure my colleagues will join with me in commending her perseverance, dedication, selflessness, and hardworking spirit. I would like to echo the quote of a woman who works with Marsha back home in Fresno: "She's a trouper."

TIPS 'N TIDBITS FOR TEACHING TRANSCRIBERS "ONE HAND WASHES THE OTHER"

How many of you go back to "the olden days" when all transcribers worked on the slate-and-stylus? Or the slightly more recent days when transcribing students started on the slate, and were switched to the Perkins upon graduation? When delivery time for a Perkins was many months?

How many of you recall the problems you had when beginning to teach, in trying to provide Perkins Brailers for your students?

When we moved to Orange County about 11 years ago, I was relatively fortunate — my former classes raised money to buy me two used Perkinses. The Sixth District CPTA North Branch donated a number of very elderly pre-Perkins brailers (New Hall, Marburg Blista from Germany, Anderssen Sorenson from Denmark; and every other week we held a class raffle, in which the winners got to use a Perkins for the next fortnight.

Then the fund-raising process, the creamed-chicken-and-peas circuit, got under way. But several near-by guilds came to the rescue by lending us some Perkinses (Braille Section AAUW of Long Beach, San Gabriel Valley Braille Guild of Covina, Braille Services Guild of Westwood)) to help fill the gap until we got our own machines. Of course, our new guild accepted full responsibility for returning the machines in tip-top condition. And the "antiques", if in good shape, were given to blind individuals; the rest were retired to become exhibit-pieces.

This year, at Conference, I met an enthusiastic, bubbling, dedicated new teacher, in a new location: Lois Baskerville, of 1015 Oxford Ave., Sparks, Nevada 89431. (The "Nevada Desert" is truly barren of brailists!) Our Beach Cities Braille Guild was most pleased to be able to pass along the favor, by lending them some Perkinses for the Fall semester.

Can you think of a nicer way of thanking those who helped us in our time of need? And besides, a Perkins sitting on a shelf is not the priceless tool it should be — it's just a not-very ornamental bunch of metal parts until somebody puts it to good use. Does your group have lots of extra brailers in a cupboard? Would you consider lending or selling them to others who need them?

Norma L. Schecter

NEW COOKBOOK ANNOUNCED

Laguna Honda Hospital Volunteers announces the availability of COOKING BY TOUCH a large type cookbook, compiled by forty visually impaired patients at Laguna Honda Hospital in San Francisco.

The cookbook includes: a short history of Laguna Honda, an institution over 100 years old; the story of how the book came to be; over 100 good basic recipes and helpful hints for the visually impaired.

The cookbook's large type is much needed for visually impaired persons, the elderly and all who like the convenience of reading recipes at a glance. It also serves as a tool for educators in the field of special education.

The cover and dividers of this attractive cookbook are in color (Design by Jonson, Pederson, Henrichs and Shakery). COOKING BY TOUCH is endorsed by the National Association for Visually Handicapped.

The cookbook is selling for a limited time only for the special price of \$10.00, plus \$1.50 for postage and handling — a total of \$11.50. If ordered in quantity of 10 copies or more, it is a flat rate of \$9.00 per copy.

Orders for copies of **COOKING BY TOUCH** are shipped promptly and all proceeds from the sale benefit the patients at Laguna Honda Hospital.

Send check or money order to:

Laguna Honda Hospital Volunteers
375 Laguna Honda Blvd.
San Francisco, CA 94116

LET'S SHARE RESOURCES

COOKING AND HOME-MAKING: Did you know that Braille Institute has close to 100 titles of brailled masters, not only of cookbooks, but also of special-diet requirements books, care and use of appliances, etc.? Some of the intriguing titles include: **THE BEST OF MIKE ROY**; several **BETTER HOMES AND GARDENS** cookbooks; a number of **MICROWAVE** cookbooks; the **BISQUICK COOKBOOK**; **FRIGIDAIRE USE, CARE AND FOOD KEEPING TIPS**; **GREAT CHICKEN RECIPES**; **JIFFY COOKING (BETTER HOMES AND GARDENS)**; a number of **VEGETARIAN** cookbooks; **LEAN CUISINE**; **NATURAL BABY FOOD COOKBOOK**; **OSTERIZER BLENDER**; a number of **CROCKERY COOKER** titles; and scads of other tempting titles.

For a print or braille copy of their catalog, as well as their current prices, contact:

Braille Institute, Press Department
Attention: Carol Morrison
741 N. Vermont
Los Angeles, CA 90029

AIDS AND APPLIANCES: A new source for many aids and appliances for the visually handicapped is:

Doran Enterprises
176 Brehl Ave.
Columbus, OH 43223

They offer talking clocks and watches; marvelously convenient cassette-mailers (like an oversized padded eyeglass case, with the opening fastened with Velcro); pocket slates and braille notebooks;

abacus and taped abacus instructions; cassette tapes, in various qualities and prices; and lots of other goodies.

Write to them for a print catalog, or, for a blind friend, a taped catalog. (If you need the information on tape, please send them one of your own good-quality C-90 tapes, blank, in exchange.)

Their prices are among the most reasonable I've seen anywhere, and their delivery is prompt and reliable.

(One of my favorites from their catalog is what I call a "phone ring"—a large ring that fits around the mouthpiece of your telephone, connected by a wire to plug directly into your cassette recorder. When getting vital information on a long distance call, it saves a lot of money because you don't have to pay for long distance rates while you take the information down on the brailier.)

AN ORNAMENTAL PERKINS: A tiny Perkins brailier, in the form of a pin or charm or tie-tac, can be purchased from:

DuQuet Jewelers,
31620 Grand River,
Farmington, MI 48024.

Current prices are:

14k yellow or white gold	\$95.00
Sterling silver	\$12.50
Heavy gold plate	\$15.00

(For pins, add \$2.00 each.)

Minimum order is 12, but that can be a mixture of styles and/or metals. Postage charge is \$1.50 per order.

Because of fluctuations of the gold and silver markets, be sure to check with the company about prices. (Above prices are in effect as of April, 1984.)

These make delightful gifts, or award presentations to an outstanding braille volunteer, resource teacher, or braille student.

Norma L. Schecter

SACRAMENTO FILE

NEWS FROM CDHS

The 25th Annual Conference of CTEVH, held in San Diego this past March, was indeed, a zenith of events for the more than 500 members in attendance. Through this Silver Anniversary, a wealth of new information focusing on technology was imparted to all. On behalf of the Department of Education, the lead sponsor, I express sincere thanks to the members of the San Diego Unified School District and the County Schools Office for joining with their contributions. The conference committee, led by Bob Calhoun did a splendid job in planning the excellent range of workshop offerings; the hosts, the San Diego Braille Transcribers Guild and their friends created an atmosphere of cordiality and welcome. A special thanks to all of you who contributed to the success of the conference.

ACCESS TO RESOURCES FOR THE VISUALLY HANDICAPPED is again being offered in braille, large type, and on cassette as a gift to graduating high school seniors. Teachers are requested to send the names of the graduating students, their home addresses, their preferred modes of reading to Barbara Blatt Rubin, 4634 N. Safford St., Fresno, CA 93704. ACCESS ... will be sent out as names are received.

The Annual APH Registration of blind students in California moved to completion in April with the submission of a supplemental list of names totaling over one hundred. This brings the total number of blind students registered in California to 4,220, excluding those students registered directly with the Printing House by the California School for the Blind.

The APH Spring Order Letter, informing individual schools of their credit account status and encouraging them to order ahead for fall, is in process of being mailed.

Textbooks, both state adopted and others, continue to be produced in braille, large type, and recorded media by the many hundreds of volunteer transcribers whose work is coordinated by CDHS. State adopted texts in Art, Music, and Foreign Languages are now being reviewed for transcription for fall.

The Master Tape Library and Tape Duplication Center have moved one more step ahead in using the microcomputer to relieve staff of time-consuming and onerous tasks of record-keeping. Labels for individual cassette copies have been produced by computer for some time now, giving title, track numbers, inclusive pages, and cassette number. The latest operation to be computerized is billing and monthly reporting of titles, tracks, and cassettes duplicated. So far, using the microcomputer for these jobs has freed personnel to do many other tasks requiring human judgment.

The good news is that our lovely Senior Steno, Betti Thomas, has been promoted to Executive Secretary. The bad news is that she had to leave CDHS (for Deputy Superintendent Holzinger's office).

Last minute good news: Dorothy (Dee) DeYoung is joining CDHS staff as Betti's replacement. Dee comes to us with considerable experience in state service as well as in other areas, and with impressive recommendations.

Fred L. Sinclair
Director, CDHS

CAPITAL CORNER

New amendments to the Education of All Handicapped Children Act will extend educational services to both the preschool and adult handicapped populations. Public Law 98-199, added to federal statutes Dec. 2, 1983, is now being implemented in California and throughout the U.S..

Groups specifically named in the Act include deaf-blind children and youth; preschool and early education for handicapped children; postsecondary education programs, including vocational, technical, continuing or adult education for handicapped individuals; secondary and transitional services for handicapped youth; and personnel who are training for careers in special education.

Federal assistance will be provided through grants, cooperative agreements or contracts with public or nonprofit private agencies, institutions (including colleges and universities), or other organizations to assist State educational agencies to extend the benefits of a Free Appropriate Public Education for handicapped individuals.

Current federal emphasis on providing transitional services for young adult handicapped individuals who are leaving the public schools due to age or graduation is being reflected in increased state activity.

The potential for funds and cooperative agreements to develop training and employment programs for handicapped youth under provisions of the Job Training Partnership Act are being explored in several Special Education Local Plan Areas.

The federal concern for assisting handicapped youth to find appropriate situations in the adult world is reflected in the State Department

of Education Special Education Reform proposal for a state-level transitional project.

The Special Needs Division, Office of Special Education has joined with the larger Interagency Task Force to establish a Transition Sub-Committee which has been given the responsibility for developing plans for interagency cooperation to insure appropriate utilization of all state service agencies in transitioning handicapped individuals from school to the adult community.

The State Department of Education is preparing to publish, for the first time in recent history, goals and objectives which have been adopted for each of the divisions for the 1984-85 fiscal year. Emphasis is being placed on interdepartmental coordination of activities.

Topics for state-funded special research studies are now being finalized for the 84-85 fiscal year. Dr. Lalit Roy, Office of Special Education, is in charge of this activity.

Staff, Office of Special Education

NEWS OF GROUPS

NEWS OF GROUPS

Alexia Draper of **WOODSIDE TERRACE KIWANIS BRAILLE PROJECT** is the cookie who is brailleing all those cookie recipes (titles appearing elsewhere in this issue). She says the books are for leisure-eating!

NEEDED—A SOLUTION TO AN OLD PROBLEM. Newly graduated braillists need literary braille assignments at first to develop their skills but most agencies no longer have these assignments available. **BEACH CITIES BRAILLE GUILD** asks, "What do most groups do to give their new graduates some worthwhile practice materials? What do they do with the finished books? Are they listed with APH? With the Library of Congress? There are many blind readers who wish they had more available braille recreational reading materials—how can these readers and these new transcribers come together?" Please send suggestions and positive answers to TCT for publication for the benefit of all groups, or communicate with Beach Cities Braille Guild direct.

The good people at **BERKELEY CITY CLUB** continue their excellent tape recordings and fill all requests that they possibly can.

After hosting the Hospitality Room at the CTEVH Conference in March, **BRAILLE TRANSCRIBERS GUILD OF SAN DIEGO** was then ready to finalize plans for its 30th (!) anniversary celebration. It was the feeling of the Board and key members that it was high time the Guild gave itself a party in recognition of so many years of dedicated effort. The event was a beautiful, catered luncheon in the Guild workroom on May 2nd. Many "retirees" were present, there was much nostalgic conversation, and everyone had a bubbly good time!

Chris Mackey of **KINGS TAPE LIBRARY** reports that THE CENTRAL CATALOG, announced in the last issue of TCT, now lists the books in nine libraries; this is an increase of five since last quarter. Kings has received a number of inquiries without return postage for print answers—please be sure to include return postage if a print reply is required.

In 1983, **LUTHERAN BRAILLE WORKERS, INC.** produced 19,063,700 (yes, that's 19 million!) transcribed sheets to be given free to anyone requesting them.

Their new computer opened many new areas of recordkeeping and that, plus the incredible increase in both braille and sight-saving requests, made it apparent that more storage and work space would be needed. Consequently, the Yucaipa offices will be adjusted to this growth, as well as a sight-saving printing operation being opened there. Their Board also authorized leasing another 9210 Xerox machine for reproductions.

Aid Association For Lutherans is assisting in financing another seminar with Lynne Maas as Chairperson. Further information on the 1986 Fall meeting will be reported in subsequent issues.

J. Jean McHuron of **OAKMONT VISUAL AIDS WORKSHOP** wrote that, in one day recently, the mailman brought them requests from Germany, Indonesia, and Spain. Since they send items to Mexico and South Africa already, they feel that they truly are giving international help to the visually handicapped from this state of California. The need to learn elementary concepts seems to know no language barriers.

Another problem to solve: **PETALUMA BRAILLE TRANSCRIBERS, INC.** wants to know how to recruit transcribers. There must be lots of answers to this one! Let's hear from all groups! (NOTE: See "Highlights From Spring Board Meeting", elsewhere, this issue.)

RECORDING FOR THE BLIND, INC., NORTHERN CALIFORNIA UNIT now provides only four-track cassette duplication of master tapes; mark your records to show they no longer offer two-track cassette or open reel duplications.

It will help greatly if you can provide cassettes for **VOLUNTEERS OF SOLEDAD** when requesting them to tape a book; if you are unable to provide cassettes the volunteers will provide the tapes on their limited budget. All services are free, but it does keep the operational wheels turning if materials can be provided for their use.

In addition to reading books on tape, Soledad volunteers also duplicate brailled masters on the Thermoform (they duplicate the braille edition of TCT), and they also provide transcriptions into large type. Remember, too, that they are expert in Brailier Repair Service, so send your ailing machines to them for prompt attention.

In Northern California, **VOLUNTEERS OF VACAVILLE** also provides a Brailier Repair Service, in addition to taping volumes of books for its many clients. The Blind Project is operating at full speed with a full working crew of 30 men, seven days a week, 10 to 12 hours per day! Books in progress at this time are: **THE ALMIGHTY**, by Irving Wallace; **ELLIS ISLAND**, by Fred Mustard Stewart; **OVERLOAD**, by Arthur Hailey; **GATEWAY**, by Frederik Pohl; **BEYOND THE BLUE EVENT HORIZON**, by Frederik Pohl.

During recent problems at the institution, contributions to this worthwhile group fell off, severely. So, if you can possibly spare some cash, send your contribution to: John Sklut, Coordinator, Volunteers of Vacaville, PO Box 670, Vacaville, CA 95696.

INTERESTING TRANSCRIPTIONS

COOKBOOK CORNER

Available in braille on loan or for purchase from:

Woodside Terrace Kiwanis Braille Project
850 Longview Road
Hillsborough, CA 94010

COOKING WITH BETTY CROCKER MIXES, two volumes

HERSHEY'S FAVORITE COOKIE RECIPES, one volume

JANE'S FAVORITE COOKIE RECIPES, one volume

LAND O' LAKES COOKIE LOVER'S COOKBOOK, one volume

L.C.W. COOKBOOK (Lutheran Church Women of Pittsburgh, PA), one volume

MAKE IT NOW — BAKE IT LATER! #1, #2, #3, #4, one volume each

MEATLESS RECIPES, 3 volumes

THEY'LL LOVE IT! SELECTED RECIPES: SOUFFLES AND QUICHES, one volume

RECREATIONAL READING (high school or adults)

Available Thermoform (at cost) or on loan from:

Beach Cities Braille Guild, Inc.
8432 Northport Drive
Huntington Beach, CA 92646

ANIMAL FARM by George Orwell

EXCEPT FOR ME AND THEE by Jessamyn West (a sequel to **THE FRIENDLY PERSUASION**)

MAMA'S BANK ACCOUNT By Kathryn Forbes (the book on which the TV series "I Remember Mama" was based)

OTHER TRANSCRIPTIONS (Braille)

Braille Institute, Press Department
741 N. Vermont Avenue
Los Angeles, CA 90029-3594

COMPANION COMPUTER REFERENCE MANUAL by Companion Computers, copyright unknown, one volume

CALORIC OVEN MODERN EKR396 OWNER'S GUIDE by Caloric Corporation, four volumes

THE ROAD TO RADIANT HEALTH by Ruth E. William, R.M.T., copyright 1977, six volumes

OUR CONSTITUTION AND GOVERNMENT by John Hervey, U.S. Dept. of Justice (Immigration), copyright 1973, seven volumes

Braille Section of Community Rehabilitation Industries & Associated Lions Clubs
1500 East Anaheim Street
Long Beach, CA 90813

HOLY BIBLE, NEW INTERNATIONAL VERSION (both Old and New Testament), published by Zondervan Bible Publishers, Grand Rapids, Mich., copyright 1978 by New York International Bible Society; may be purchased in binders for \$464.17 Old Testament, \$152.83 New Testament; or Brailon accepted in exchange, 4158 pages Old Testament, 1356 pages New Testament.

San Fernando Valley Braille Transcribers Guild
16454 Refugio Road
Encino, CA 91436
(Order from Braille Institute, Los Angeles)

TRADITION AND CHANGE IN THREE GENERATIONS OF JAPANESE AMERICANS by John W. Connor, copyright 1983

UPI STYLEBOOK, A HANDBOOK FOR WRITERS AND EDITORS by Bobby Ray Miller, copyright 1977

THE CODE OF THE WEST by Bruce A. Rosenberg, copyright 1982

FAMILY NAMES by J.N. Hooks, Ph.D., copyright 1982

A LEGAL GUIDE FOR LESBIAN AND GAY COUPLES by Attorneys Hayden Curry and Denis Clifford, copyright 1980

Sixth District, California State PTA Braille Transcription Project
101 North Bascom Avenue
San Jose, CA 95128
(Tele. 408-298-4468)

ELEMENTS OF CALCULUS AND ANALYTIC GEOMETRY by George Thomas and Rose Finney, copyright 1981; purchase unbound for \$171.76 or duplicated with Brailon exchange 2147 pages.

GOREN SETTLES THE BRIDGE ARGUMENTS by Charles H. Goren, copyright 1983; purchase unbound for \$69.68 or bound for \$75.28 or duplicated with Brailon exchange 871 pages.

FREE OFFER: FIRST ELECTRICAL BOOK FOR BOYS, two volumes (APH copy); YOU'LL LIKE MY MOTHER, six volumes (plastic copy); GRAPES OF WRATH, 17 volumes (plastic copy); THE RED PONY, five volumes (plastic copy); ON THE BANKS OF PLUM CREEK, six volumes (master copy)

OTHER TRANSCRIPTIONS (tape)

Kings Transcribers Library
202 W. Grangeville Blvd.
Hanford, CA 93230

TO SEE OR NOT TO SEE? A PATIENT'S GUIDE TO DIABETIC RETINOPATHY by Donna Kay Schoessow and John M. Maggiano, M.D., copyright 1982; on loan; contact KTL with statement of eligibility.

Volunteers of Vacaville
Attention: M. John Sklut, Coordinator
P.O. Box 670
Vacaville, CA 95696

VICTORY OVER DIABETES by William H. Philpott, M.D., and Dwight K. Kalita, Ph.D., catalog No. H-097

HEALTH AND SAFETY FOR YOU by Drehl, et al, catalog No. H-041

ENGLISH FOR ADULT COMPETENCY by Autumn Kelter and Gretchen Bittlin, catalog No. G-041

MICROLAB EXPERIMENT MANUAL by Southwest Technical Products Corp., catalog No. H-091

ABCs OF IRAs by William J. Grace, Jr., catalog No. G-072

LITERARY BRAILLE TRANSCRIBING CLASSES

Castro Valley (San Leandro):

Continuous classes with instructor Dorothy Wallerga, 15361 Norton Street, San Leandro 94579; for further information, telephone Dorothy at (415) 352-0522.

Costa Mesa:

Beginning about August 15, 1984, a Thursday evening class from 7:00 to 9:00 p.m., at the Orange Coast College, Costa Mesa; for further information, contact instructor Billie Anna Zieke at (714) 776-6754.

Huntington Beach Area:

Beginning about September 15, 1984, on Thursdays from 9:00 a.m. to 12:00 noon with instructor Norma Schecter, the location to be announced later; for further information, contact Norma at (714) 536-9666.

Pacific Grove (Carmel Valley):

Location of class in the Methodist Church, Pacific Grove, with day and time to be announced later; instructor is Almira B. Davis; further information can be had by writing to Almira at 151 Ford Road, Carmel Valley, 93924, or telephone (408) 659-4680.

Sacramento:

Beginning September 4, 1984, on Tuesdays and Fridays from 9:00 a.m. to 12:00 noon at the Visual Services Center, 2750 24th Street, Sacramento, with instructor JoAnn Noble; for further information, write to JoAnn at 6650 South Land Park Drive, Sacramento, 95831 or telephone (916) 421-2029 or (916) 455-9121.

San Francisco:

Beginning July 17, 1984, on Tuesdays from 9:00 to 2:00 p.m., at Francis Scott Key School, 1530 43rd Avenue, Room 19, San Francisco, 94122, with instructor Hilda Isles; for further

information telephone Hilda at (415) 621-1933, or call Evelyn Daiss at (415) 566-1641.

San Jose:

Beginning September 13, 1984, on Thursdays from 9:30 a.m. to 12:00 noon at 101 North Bascom Avenue, San Jose 95128 with Bea Bowers as instructor; for further information, contact Peggy Dodge at the above address or telephone (408) 298-4468.

Santa Rosa:

Classes meet on Tuesdays from 7:00 to 10:00 p.m., at the Santa Rosa High School, Room 134, Santa Rosa, with Betty Scherfee as instructor; for further information contact Betty at (707) 542-3609, or telephone Elvira Stone at (707) 546-6930.

Walnut Creek:

Beginning in September 1984, a two hour class on Fridays (definite time to be announced later) at 1920 Magnolia Way, Walnut Creek 94596 with instructor Betty Osborne; for further information, telephone Betty at (415) 937-5173.

NEW OFFICERS/ADDRESSES

Beach Cities Braille Guild

Chairperson: Dorothy Nehring
1323 N. Spurgeon, #2B
Santa Ana, CA 92701

Vice-Chairperson/
Treasurer: Virginia Warwick

Recording
Secretary: Diana Bledsoe

Braille Division, West Contra Costa County, American Red Cross

Chairperson: Akiko Owen
2116 Allston Way
Berkeley, CA 94704

Braille Transcribers, Sacramento North Area

Chairperson: Joan Renner
1064 Southridge Drive
Auburn, CA 95603
(Tel. 916-823-0546)

Vice-Chairperson: Betty Schriefer

Secretary: Cathy Rothhaupt

Treasurer: Shirley Eller

Braille Section of Community Rehabilitation Industries and Associated Lions Clubs

Chairperson: Bertha Ancheta
1500 E. Anaheim Street
Long Beach, CA
90813

Monterey County Braille Transcribers

Chairperson: Shirley Doolittle
1472 Vallejo
Seaside, CA 93955
(Tel. 408-394-2033)

Petaluma Braille Transcribers, Inc.

Large Print
Specialist: Betty Gardiner

**Recording for the Blind, Inc.
Northern California Unit**

Chairperson: Curt Weil
867 Lincoln Avenue
Palo Alto, CA 94301
(Tel. 415-323-7919)

**Volunteers of Soledad
Project for the Visually Handicapped**

Sponsor: Herb Matthews
CTF-South
P.O. Box 686
Soledad, CA 93960-0686

Operations
Coordinator: Ken Dickens

Administrative
Coordinator: Karl Schneidau

Training
Coordinator: James Farrell

Volunteers of Vacaville

Group Address: P.O. Box 670
Vacaville, CA 95695
Attention: M. John
Sklut, Coordinator

OUR SPECIALISTS SAY . . .

A PROBLEM FROM A READING WORKBOOK

This column is in answer to a question asked by Ann Kelt of Walnut Creek Transcriber's Guild. Thank you, Ann, for the question!

Directions: Fill in the blanks

1. Sean had to cut enough straw to make a roof of _____ for his house.

The braille double dash, preceded and followed by a space, should be used to represent a print dash. (CODE OF BRAILLE TEXTBOOK FORMATS & TECHNIQUES, 1977 revised Rule X §28a(1) page 50.)

Direction: Fill in the missing letters to make a word.

Sean had to cut enough straw to make a roof of - - - - - for his house.

OR

Sean had to cut enough straw to make a roof of th - - - h for his house.

OR

Sean had to cut enough straw to make a roof of - - a - - - for his house.

What is the transcriber to do with all those hyphens? You look it up in THE CODE OF BRAILLE TEXTBOOK FORMATS & TECHNIQUES. What? There is nothing in there just like that? YOU DO NOT IMPROVISE! You look at the Literary Code book because that is the parent code.

When hyphens are used to indicate omitted letters in a word, an equal number of hyphens, unspaced, should be used. (Rule I §5b: ENGLISH BRAILLE AMERICAN EDITION 1972 revision (the yellow cover), page 9, or TRANSCRIBERS' GUIDE TO ENGLISH BRAILLE by Bernard Krebs, page 14.)

UPPER (LITERARY) OR LOWER (NEMETH)?

When transcribing in the Nemeth Code, when and where do you use "upper" numbers? The code is very specific about this.

1. Title pages are done as in English Braille, whenever practical or appropriate. (Code, Section 7b.) The only time when this would be "impractical" or "inappropriate" would be when the title included a mathematical expression.

2. Numerals in the corners of braille pages and at the end of page change lines in the middle of a braille page should be transcribed as in English Braille. (Code, Section 7b.)

3. Transcriber-supplied numerals used in the "keying" technique of Section 187 must be transcribed as in English Braille. (Code, Section 7b.)

In ALL other cases, the numerals of the Nemeth Code MUST be employed.

This means what it says - ALL other cases! This would include references to print page numbers in the text, contents pages, transcriber's notes pages, bibliographies, footnotes (and page references therein), indices, forewords, prefaces, figure numbers, and running heads which include numerals.

This practice has been adopted by transcribers who have been using the Provisional Braille Code for Computer Notation, 1972, as well.

Joyce Van Tuyl
CTEVH Mathematics Co-Specialist

Billie Anna Zieke
CTEVH Braille Textbook
Format Specialist
(Kindergarten - 8th Grade)

THE CLEAN, SERENE MACHINE: PERIODIC CARE OF RECORDING EQUIPMENT

During the recording workshop at the San Diego CTEVH Conference, basic care of recording equipment was briefly discussed. Enough people had questions about proper care techniques to warrant a few words on the subject.

The two main components of recorder care are cleaning and demagnetizing. Cleaning primarily involves removing oxide particles from recorder parts that come into contact with magnetic recording tape. Demagnetization eliminates residual magnetism from the tape heads and surrounding metal parts of the recorder. Periodic cleaning and demagnetization as outlined in this article will optimize the performance of your recorder, allowing it to produce the best-sounding recording possible.

CLEANING

REASON

Particles of the oxide coating on magnetic recording tape will accumulate on tape heads, pinch rollers, and other recorder parts which come into contact with the tape. The accumulation on the tape heads may muffle a recording or cause incomplete erasure of a previous recording. Accumulation of oxide around the capstan and pinch roller makes the surfaces slicker, which may cause tape slippage.

MATERIALS

Isopropyl Alcohol; Cotton Swabs (Q-Tips). Note: Many other cleaners and solvents are commercially available to clean tape heads. Plain rubbing alcohol, though, is inexpensive, readily available, and effective, so why get any fancier?

FREQUENCY OF CLEANING

After every four hours of use.

PROCEDURE

1. Turn recorder power off.
2. Dip cotton swab in alcohol (the tip should be moist, not dripping).
3. Swab all surfaces which come into contact with the tape. Tape heads should be cleaned GENTLY.

4. If brown oxide stain is especially heavy on Q-tip, allow heads to dry about ten seconds, and repeat procedure with a clean Q-tip.

Note: In some cassette recorders, the tape heads & pinch rollers are recessed and may be difficult to locate and clean. In such cases:

1. Unplug machine (take out batteries, also).
2. Push play & record buttons while depressing tab in back, left corner of machine's cassette recess (see Figure; below). This should cause the tape heads and pinch roller to extend for more accessible cleaning.

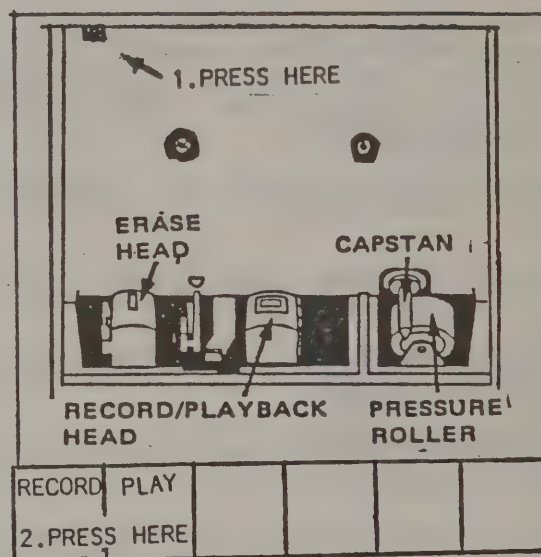


Fig. 1. Cleaning Hard-To-Reach Heads in Cassette Recorders.

DEMAGNETIZING

REASON

Tape heads are electromagnets which should carry only those magnetic charges created by electric current. After long periods of time, though, the metal heads accumulate their own magnetic charge. This magnetism causes increased tape hiss and a loss of the high frequencies being recorded. Demagnetization breaks up this unwanted magnetic charge.

A tape recorder demagnetizer has a cylinder which contains an electric coil. A prong extends out of one end of the cylinder (if the prong is not already covered by plastic, it should be wound with friction tape to cushion the delicate tape heads from the metal prong). find charge. A tape recorder demagnetizer costs about \$15.00. It can be used with open-reel tape recorders as well as cassette recorders. A cassette-shaped demagnetizer designed especially for degaussing cassette recorders is also available for a bit over \$15.00. Instructions included with these demagnetizers should be carefully followed to avoid possible damage to recording equipment. According to clerks, at American Electronics and Wherehouse Record Store, combination head cleaner/demagnetizing cassettes which are currently available for under \$10.00 do not demagnetize heads as thoroughly as the more expensive demagnetizers.

FREQUENCY OF DEMAGNETIZATION

After every twelve hours of use.

PROCEDURE

1. Turn recorder power off.
2. Stand at least four feet from recorder as you plug the demagnetizer into the wall.
3. In a slow, smooth movement, bring the prong of the demagnetizer into contact with the head face.
4. Pass the tip of the prong over the entire face of the head for about a second or so;

avoid any sudden jerky movements.

5. Repeat step four for each tape head.

6. In a slow, smooth movement, pull the demagnetizer away from the recorder to a distance of at least four feet before unplugging.

CAUTION: If you stand too close to the recorder at the start or finish of this procedure, you could increase rather than decrease residual magnetism. Also, to avoid damage to recordings, **DO NOT USE A DEMAGNETIZER WITHIN THREE FEET OF RECORDED TAPES.**

All metal parts which come into contact with the tape also should be periodically demagnetized. This does not need to be done as frequently as tape head demagnetization, though.

Cleaning and demagnetizing your recorder should not be delayed until problems become apparent. A regular maintenance schedule will insure the quality of your recordings. A log-in sheet can be used to determine your maintenance schedule by how much your machine is used. If you use your recorder at fairly regular intervals, though, you may figure on cleaning each morning and demagnetizing once a week, or whatever schedule is compatible to the amount of use your machine normally receives. A little regular care will go a long way to improve the quality of your recordings.

Leslie Burkhardt
CTEVH Recording Specialist

IN LITERARY BRAILLE, THERE WILL ALWAYS BE A PUZZLE CORNER

Here are some problems, with answers at the end of this article.

1. In this problem, the horizontal lines in the first example are at least twice as long as the horizontal line in the second one. Is one of these a single dash and the others double dashes?

"No, I really—Darling, you don't think—"

"Yes—of course I will!" said Juliette, blushing prettily.

"

2. Omitted numbers can be an unexpected problem. When the actual name of the regiment has been omitted, how would you braille:

He bought a commission in the —th Foot.

3. Do you need letter signs in this?

"How do you know all this?"

"A: because I overheard their quarrel, and B: because Johnny came right to me to tell me."

4. What about the er-sign as a speech hesitation: is it separated by hyphens or dashes? What about when it occurs in a stammer?

"I - er - we might go if you want to."

"W-we er-er-erroneously f-f-failed to reply to th-th-their note."

5. When brailing a book printed in England, where they omit periods from abbreviations like Mr or Mrs or Dr, that's no problem—we just braille what we see. But what about initials, as in:

The Hon J V Goode

6. Can we use the sign for day in an unusual proper name, like:

The Dayle McIntosh Center for the Disabled

7. In many languages, an apostrophe is used when eliding (omitting) part of a word. In Italian, if we see the italicized phrase:

L'Opera dell'Imperatore Claudio

do we consider this as three, four, or five italicized words? How do we braille it?

Norma L. Schecter
CTEVH Literary Braille Co-Specialist

ANSWERS

1. The "single" or "double" nature of a dash has nothing to do with its physical length, nor even, as in this case, the fact that there are two longish lines one after another. Rather, it's a matter of grammatical sense. An incomplete sentence (first quote) is followed by an ordinary two-cell dash. A hesitation within a sentence is also represented in braille by an ordinary two-cell dash.

There now, weren't you smart to remember that from your early student days? And to remember that the braille double-dash is used only to represent an omitted word?

2. The Code (English Braille, American Edition) does not specifically speak to this point, in Sec.6.a., which only says "When a dash represents an omitted word or name, a double dash should be used . . ." When only a number is omitted, immediately preceding its ordinal ending, we're in a gray area. The TRANSCRIBERS' GUIDE (Sec.6.a.) and the MANUAL (Sec.9.c.) indicate the double dash is to be used where only part of the word has been omitted. Until there is a ruling from BANA, we can't go far wrong to follow Mrs. Dorf and Mr. Krebs.

3. The Code (Sec.12.b.) tells us the "letter sign is not required before a single capitalized or uncapitalized letter when: (6) The letter in an outline or listing is followed by a period, or is enclosed in parentheses or brackets." Mrs. Dorf agrees that this could be broadened to include a letter followed by a colon.

4. The er-sign in speech hesitation should be set off by dashes, not hyphens. However, in a stammer, the hyphens should be used. (We assume, of course, that you'd have brailled the end of that sentence as:

. . . th-th-their note."

5. No matter how much we may admire the Honorable, we really don't mean he's "Just Very Goode"—and as we don't change the print punctuation, we must use the letter sign before

A LITTLE OF THIS 'N THAT

After listening to some tapes from the 25th Conference in San Diego (specifically, the Literary Braille Workshop "Don't Be a Pain In the Perkins"), I have just a few comments that will probably not be in the report that will be printed in TCT sometime in the coming months.

If any of the attendees in the above-mentioned, or other braille workshops in which he participated, had not previously had the opportunity to see Bernard Krebs in action, I'm sure they are now quite aware of the knowledge accumulated in this man's head. There is not only a vast store of information having to do with braille on file for instant recall, but a dry wit and terrific sense of humor gives this information the "down to earth" quality most of us need so badly.

It's a real shot in the arm for transcribers (including workshop leaders, teachers, specialists, etc.) to come to the realization that even though we spend our time striving for perfection in an attempt to put the perfect, or near-perfect, braille copy before the blind reader, we can realistically attain this goal without losing our perspective (or cool!). But above all, B.K. is a living example of how to do so and still maintain a common sense attitude. It was, from my standpoint, a delight to work with "the man".

Speaking of common sense, let's see how yours works on a few questions that have come to me recently from a variety of sources.

Q. May a whole-word lower-sign contraction be used if it is in contact with the transcriber's note symbol?

A. No. Two or more lower signs must not follow one another when they are not in contact with an upper sign containing a dot 1 or dot

the initials.

6. Remember that the initial-letter two-cell signs must keep their original sound—so this presents no problem: Dayle McIntosh

7. This is considered to be three italicized words, so we braille a single italic in front of L'Opera, a single italic in front of dell'Imperatore and a single italic in front of Claudio. (Don't you consider "don't" as one word?)
NLS

4. In addition: The transcriber's note symbol is used in textbook format transcription—NOT in literary braille. In 1972 the transcriber's note symbol (dots 6, 3) was adopted for use in all textbooks. Literary braillists must continue to use square brackets to enclose transcriber's notes in all general literature books. The words "Transcriber's Note" must always be written out following the opening square bracket.

Q. Must a letter sign be used with a single letter which is followed by a hyphen? Example: Reverse the e- and i- in piece.

A. Yes. To prevent confusion with whole-word single-letter contractions, the letter sign should be used and the hyphen retained.

Q. How should words be transcribed where syllables are indicated by spaces? Example: accept rabbit collect

A. Place a transcriber's note before such usage and insert the hyphen (dots 3-6) when brailing such words.

Q. When an author does not use periods with abbreviations, such as Mr, Mrs, Dr, St, should we braille St for Street and insert a period to alleviate the possibility of confusing the St for "still"?

A. No, a period should not be inserted. This would be editing the author's material and style. Use the capital "S" and small "t", rather than inserting a letter sign before the symbol which is not a letter, requiring three cells. However, if Ste, the abbreviation for Sainte, is used, the contraction followed by the letter "e" is correct.

Betty Schriefer
CTEVH Literary Braille Co-Specialist

LARGE TYPE: XEROX 1035 COPIERS

A great deal of confusion exists about the Department of Education/Xerox business arrangement because of a minimum of communication between the business offices in some school districts/counties and the users of the machines. Below is an excerpt from a copy of a letter to schools from Xerox's Sacramento office. (This information is also included in the L.T. workshop report for the Conference.) I hope all those transcribers using the machines now have the information on the luxury of having these beautiful machines.

It has been brought to my attention by Mr. Fred Sinclair, that you will be responsible for supplies and maintenance connected with this system. Therefore, you might want to know there is a 90 day unconditional warranty from date of installation on your Xerox 1035. After that time, you will be charged

for any service calls and parts connected with your equipment unless a Maintenance Contract has been activated. Therefore, you might want to activate a Quarterly Maintenance Contract. This is the most cost effective maintenance contract of any maintenance contracts we offer. This will assure you of full coverage (all parts and labor). The costs are \$100 per quarter, including 6,000 copies annually; thereafter \$.011 per copy. With your approval, I have automatically positioned this program to go into effect 90 days after your installation date. I have also arranged to have the maintenance bill sent directly to your office.

Marian Wickham
CTEVH Large Type Specialist

CONTRIBUTIONS TO THE

CTEVH GIFTS AND TRIBUTE FUND

will be used to improve services to the visually impaired.
Make checks payable to CTEVH and mail them to:

CTEVH GIFTS & TRIBUTES
741 NO. VERMONT AVE.
LOS ANGELES, CA 90029

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

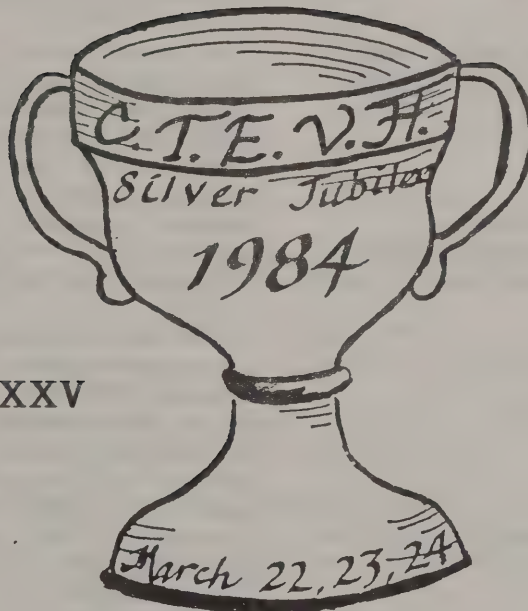
Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT
MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE.

CONFERENCE

REPORTS



CONFERENCE XXV

SAN DIEGO

△ △ △ FROM TABOOS TO TECHNOLOGIES △ △ △

PRESENTATION OF CTEVH DISTINGUISHED MEMBER AWARD

As one of the world's longest-surviving specialists, I've been asked to make a few comments on this silver anniversary occasion.

I didn't know anything about state-wide organization when I enrolled in Fred Sinclair's first Palo Alto braille class in 1956. As our own group was chaired by Nancy Tincher at that time, my contacts were limited. I have since learned that, in the early fifties, a number of teachers of the visually handicapped got together with some transcribers at San Francisco State University to share problems and possible solutions—like training transcribers, getting the books done without duplication of effort, and so forth. This early meeting, and several which followed were the forerunners of CTEVH Conferences.

From that first meeting, with about 25 people present, have come the following conferences:

- 1960 - Fresno
- 1961 - Monterey
- 1962 - San Diego
- 1963 - Berkeley
- 1964 - Fresno (my first conference)
- 1965 - Anaheim (joint meeting with NBA)
- 1966 - San Jose (the first time I led a workshop)
- 1967 - Los Angeles
- 1968 - San Francisco (the first time we went over 400 in attendance)
- 1969 - Riverside
- 1970 - Sacramento
- 1971 - San Diego
- 1972 - North Hollywood
- 1973 - San Francisco (joint meeting with NBA)
- 1974 - Newport Beach
- 1975 - Sacramento
- 1976 - San Diego
- 1977 - San Jose
- 1978 - North Hollywood
- 1979 - Monterey
- 1980 - Claremont
- 1981 - Sacramento
- 1982 - Los Angeles
- 1983 - San Jose

Here we are again in San Diego. You will note that there are a number of other "repeat" sites. How is it that people are not only willing to work so hard to put on a conference, but seem willing to do it OVER and OVER again?

The answer lies with the "world's greatest con-man"—Fred Sinclair. When no-one wants to do a conference, he will wheedle, cajole, reassure, and promise all his assistance—which he gives in great measure. He is truly Mr. Site Finder, extraordinaire!

If you looked at the programs for all the above conferences, you would find listed therein the outgoing executive boards and directors for CTEVH. We don't even know where some of these folks are, now! But there is one name which appears on every one of these lists—either as an ex officio or an elected member—and that is Fred Sinclair. He provides CTEVH with a continuity that is unparalleled in any organization without a paid executive officer. He is truly Mr. CTEVH, extraordinaire!

Fred knows "where the bodies are buried"—when we come up with an idea, and are not sure where the resources are, or how much it will cost, Fred knows where to get shipping boxes, where there are surplus funds, how grant proposals are to be written, where excess needed supplies can be had, et-cet-er-a, et-cet-er-a, et-cet-er-a. He is truly Mr. Facilitator, extraordinaire!

When we are discouraged, or think we have unreachable goals, Fred's boundless enthusiasm sets us in a positive direction. He is an eternal Peter Pan, making us believe we can fly to Never-Never Land, and with his encouragement, we do fly! He gives us the courage to try something new, banishing forever the old complaint "Well, we've never done it that way before." He is truly Mr. Innovator, extraordinaire!

CTEVH could not hire an advertising agent who could equal Fred's accomplishments in spreading the word of our "good works". He has gained many friends and members for us both at home and in his many travels abroad. He is truly Mr. Press Agent, extraordinaire!

Should any situation or proposal arise which might weaken the position of CTEVH or its viability, Fred is right there on the firing line for us. He is truly Mr. Watchdog, extraordinaire!

In recognition of his unique contribution and extraordinary service to the organization,

Fred L. Sinclair is awarded a life membership
and is hereby named the first DISTINGUISHED
MEMBER of the Transcribers and Educators

of the Visually Handicapped.

Joyce Van Tuyl

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Joan S. Levy
CTEVH Awards
339 Loma Media Road
Santa Barbara, CA 93103

My check in the amount of _____ payable to CTEVH is enclosed for:

pin _____ (Gold-filled only— \$10.50 each)
charm _____ (10K gold only— \$25.50 each)

Name _____

Address _____

Guild or Affiliation _____

Current CTEVH Member: yes ___ no ___

BRAILLE (Library of Congress Certification required)

Literary braille pages.....
Nemeth braille pages _____ times 5/4 equals _____
Music braille pages _____ times 5/4 equals _____

TOTAL braille pages (Qualifying: 5000 pages).....

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours).....

LARGE TYPE PAGES (Qualifying: 10,000 pages).....

SPECIAL SERVICE HOURS (Qualifying: 100 hours).....

(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each student successfully completing a braille transcribing course, with proportionate hours credited for a student who does not complete a course.)

Verifying signature of
Group Chairperson or Administrator _____

**CTEVH CERTIFICATE PRESENTED TO
JANE O'CONNOR VERHAGE**

Last year at Conference, in San Jose, I was privileged to be asked to award the CTEVH Certificate of Appreciation to Chris Mackey. Perhaps because I demonstrated then that I was able to hand the right certificate to the right person, I was asked again this year to present the CTEVH Certificate of Appreciation to another of my CTEVH friends of longest standing and dearest acquaintance.

As I said last year, I am amazed each year when these awards are made that the recipient is often such an obvious choice. Why haven't we already recognized his or her contributions? This year is no different. In fact, this year's recipient has a collection of awards of appreciation from many other sources.

Last year, some of you may recall, we played a little game in which I dropped clues while you guessed who it would be, and the recipient grew increasingly uncomfortable. I thought it was fun, so we'll do it again.

CLUE NO. 1:

This year's recipient is a third generation Californian who has lived in many corners of the state. Now, I admit that's not much of a clue—I expect many of you in this room would qualify. So—

CLUE NO. 2:

This lady (I just threw that one in for free) has quite happily and successfully combined marriage, raising a family, and a career—excelling in all aspects—and now makes her home in Southern California. There—now that eliminates lots of folks: Fred Sinclair, for example.

CLUE NO. 3:

This should bring a dawning realization and a little discomfort to the honoree: more than once she has chaired the CTEVH Conference. Now that lets out nearly everyone—but not quite.

CLUE NO. 4:

Here's a clue that's a real cheat—probably only a handful of people here know this: she was president and chaired the first CTEVH Conference I attended. Actually, she may not realize that, herself. But she does know we are fellow alumni.

The next clue should make up for that little cheater.

CLUE NO. 5 is like a riddle:

She's not a volunteer, but she works with volunteers; she's not an educator, but she works with educators; although she is an administrator, she adminstrates neither a transcribing group nor an educational program. She knows what's up, now, for certain. But for some of you, I have more.

CLUE NO. 6:

This lady is known for having both a cool head and a warm heart. She is always calm, but always caring. Need more?

CLUE NO. 7:

This year's honoree has been responsible, in large part, for the very close relationship CTEVH enjoys with Braille Institute. You may not realize that although our official headquarters is at Braille, it is our "unofficial" friend, here, who makes sure that correspondence coming in gets to me, or to the president, or to the treasurer, or whomever. And that literature is mailed out, or who knows what—all.

So it is my very great pleasure to present to my good friend, our own unflappable, most important "other", Jane O'Connor Verhage, this CTEVH Certificate of Appreciation "For outstanding contribution in the field of the visually handicapped and for [her] distinguished service to California Transcribers and Educators of the Visually Handicapped."

Aikin Connor

WORKSHOP REPORTS

REPORTS FROM CONFERENCE XXV (San Diego, 1984)

(Workshops Nos. 102,105,201,203,207,301,409,503,511 are reported here. Others will be reported in subsequent issues.)

HAVE CASSETTE, WILL RECORD: TECHNIQUES FOR THE INDEPENDENT RECORDER

Workshop #102

(Leader: Leslie Burkhardt, CTEVH Tape Recording Specialist)

The framework of this workshop was an instructional booklet prepared especially for the independent recording transcriber. The workshop was designed to introduce the booklet to workshop participants and to obtain feedback from them for future booklet revisions. Comments and advice from veteran recordists demonstrated the resourcefulness and ingenuity of their experience, while questions from novice recordists gave special insight into the unique perspective of the beginner. Participation by both these groups clarified information presented in the booklet, and made for a lively, interesting Thursday afternoon discussion.

The first topic discussed was the equipment and materials of the independent recordist and their use. The emphasis was on relatively inexpensive, readily available equipment that would produce a good quality cassette recording, suitable for use by individuals or small groups. As the booklet section on cassette recorder selection was examined, a word of warning was sounded to check carefully a machine that was being re-enlisted for use after spending long periods of time in disuse. Cracked drive belts, lubricants gone sludgy, and gathered dust could affect an older machine's performance. The advantages and disadvantages of the APH cassette recorder were also discussed. Those in the group who had used the APH machines liked their many added features, but generally seemed dismayed by the poor quality of recorded cassettes as well as the frequency of breakdown. (A search for a suitable alternative may be a good future TCT article!) Recordists had lots of good advice on book holders that keep the page

in place during recording. Suggestions ranged from lucite cookbook holders, to a sheet of glass placed on top of the book, to wooden clothespins. An alternative to the lavalier or table stand mike arrangements that were presented in the booklet was suspension of the mike from a yardstick that extended out from a bookshelf. This arrangement reduces some of the vibration and surface noise problems of the other two set-ups. During the discussion of maintenance materials and their use, beginning recordists demonstrated a need for more easily understandable head cleaning and cassette duplication instructions which will be incorporated into the revision of the booklet. One resourceful gentleman found a cassette recorder demagnetizer for under five dollars which compared to a price tag of over fifteen dollars listed in the booklet. (He very kindly left the demagnetizer at a booth for my later inspection, and I forgot to pick it up! Can't we have the next conference in the Mohave Desert instead of San Francisco? San Diego was distracting enough!) A check into these inexpensive demagnetizers also will be reflected in the rewrite. All in all, lots of information on equipment selection and use was dispensed, discussed, and shared by beginning and veteran recordists.

More interesting comments and viewpoints surfaced during the presentation of formatting and record keeping techniques. The relatively high percentage of independent recordists at the workshop working on four-track cassette recorders certainly would suggest that a supplementary inclusion of four-track formatting worksheets is warranted in the next booklet.

These would include modifications in the closing announcements for each side and the cassette contents announcements from a two-track format to four-track. A point of terminology use was raised over whether cassettes should be divided into "tracks" or "sides". The technically correct term is "track". After the workshop, though, perhaps at the point I returned to Braille Institute and influence of the National Library Service who still record cassettes with four "sides" each, I reverted to the more familiar (to me) term "side". This, and other, formatting decisions reflect an effort to keep this booklet as friendly as possible to the beginning recording transcriber.

PEDESTRIAN AND STREET SAFETY—A CHILD'S GROWING INDEPENDENCE, Workshop #105
(Leader: Helen Elias, Specialist Instructor for the Visually Impaired, San Diego City College;
Panelist: Bruce Herms, Assoc. Traffic Engineer, San Diego City Operations)

The workshop was presented in two segments: (1) Architectural hazards and concerns for sighted and visually impaired pedestrians, and (2) Issues of pedestrian safety and training programs for youngsters.

Helen Elias described the cooperation with the City of San Diego over the last nine years to provide solutions to such concerns as sidewalks covered by overgrown bushes, mudslides, tumbleweeds. A slideshow examined cars parked across walkways, wide curb returns, blended corners, ramps, low street signs, guy wires, and protruding newsracks.

Emphasis was placed on the awareness of all pedestrians of issues of safety and the need for assertiveness in working toward realistic solutions.

HIGHLIGHTS OF BRAILLE MUSIC, Workshop #201

(Leader: Georgia Griffith, Chairman NBA Music Braille Committee; Panelist: Bettye Krolick, Vice-Chairman NBA Music Braille Committee)

This session began with participants introducing themselves. It was found that all had had some experience with braille music, except for a radio journalist (looking for a story) and his guide.

The basic music code was outlined with emphasis on octave signs, various types of repeat signs, time signatures, and fingering. The participants

The revised version of the booklet will be available to anyone who might benefit from it. The booklet should be useful to the more casual, beginning or intermittent independent recordist. This might include instructors making occasional instructional cassettes for class use. Braillists, too, might find that recording would be an interesting and more appropriate alternative for certain transcribing projects. Reading disabled individuals and coordinators of established recording programs may wish to keep copies on hand for bewildered or beginning independent recording transcribers who come to them for guidance. The availability of the new booklet will be announced, upon its completion, in a future issue of TCT.

Traffic engineer Bruce Herms described programs in San Diego to enforce traffic safety rules and educate the public. He used slides to show innovative education projects used with preschool-age children and elementary schools: school patrol, safety towns, and kidcities. Discussion centered on the need to separate the games and carnival aspects of the simulated training from the reality of street situations. Mr. Herms provided a chart of the most common pedestrian accidents and offered ideas for teaching youngsters how to avoid them.

The panelists and the participants summarized the need for assertiveness by teachers, parents, and students in identifying pedestrian safety and correcting hazards. It is important for blind and visually impaired youngsters to join their sighted peers in education programs.

were asked to identify a simple tune by reading the braille edition.

A sample of single line format was handed out. This example showed how to cancel an old key signature when the new one was brailled.

Bettye Krolick then presented popular guitar format, vocal format, and piano accompaniment

for the song DAISY.

The next few minutes were spent sharing tips on how to proofread. The point was made that proofing in steps is more effective. First, check note names, then values, then octave marks, etc..

Although our music workshops are small, we consider this an advantage. With only about forty active certified music braillists in the U.S., we must make each one an expert if the braille reader is to be served effectively. In small sessions, each participant is given special attention and each point is explained individually.

BEGINNING FINGERMATH, Workshop #203

(Leader: Beverly Smay, Itinerant Teacher for the Visually Handicapped, San Diego Unified School District)

The workshop began with an explanation of hand and finger values and a demonstration of counting to nine. At each stage of explanation, the participants practiced the hand movements until they were comfortable. We continued with adding and subtracting numbers to nine.

At this point we stopped to rest our fingers and discuss the advantages of fingermath. The major points mentioned were: a student always has his fingers with him when a math problem needs to be worked; fingers are not easily lost or misplaced; fingermath is very concrete and helps build basic concepts. There was discussion about coping with a missing digit or two and the possible use of toes for fingermath. It was suggested that anyone interested in purchasing a book on the subject should buy **THE COMPLETE BOOK OF FINGERMATH** by Edwin M. Lieberthal, published by McGraw Hill.

The workshop then continued with counting to 99, back to zero, and adding and subtracting one and two digit problems. The exchanges from 4 to 5, 9 to 10, and 49 to 50 were explained

and practiced. Adding and subtracting 5 by manipulating the thumb was the first more advanced technique taught.

We stopped a second time to rest and answer questions. Some of the major points were: students seem to use fingermath until the concepts are memorized and then they stop on their own; it may be difficult for a hearing impaired student to switch to fingermath because their manner of counting is in many respects just backwards from fingermath. Within a few sessions most students can work problems and feel pride in their accomplishments. Students with learning handicaps, and very young children can easily learn fingermath. The only prerequisite is that a student should be able to count.

The last half hour of the workshop was used to explain how to teach multiplication and division using more sophisticated exchanges. The last technique taught was a Japanese way of doing multiplication for the tables using numbers 6 through 9. This method was unrelated to fingermath, but because of its simplicity was mentioned as an aid for students having trouble with multiplication.

OFF TO COLLEGE: IS YOUR STUDENT READY FOR INDEPENDENCE?, Workshop #207

(Leader: Helen Elias, Instructor/Specialist for the Visually Handicapped, San Diego City College; Panelists: Betty Bacon, Director, Disabled Student Services, San Diego State University; Diane Swanson, Student, San Diego State University; Jose Ornelas, Student, President, California Council of the Blind)

Helen Elias and Betty Bacon described their programs at two and four year college campuses in San Diego. They discussed services for visually impaired students and described the procedures for obtaining them: readers, notetakers, proctors, textbooks in appropriate media (braille, large type, and tape) enlargements of handouts and tests, and orientation to campus classes and buildings.

Emphasis was placed on the issues from the student's perspective: what is needed to get into college, where and when to apply, counselor contacts, admissions requirements. A resource list was distributed with local, state, and national organizations. A video tape, "The School Zone", was shown to demonstrate the student's responsibility in defining his course and career goals with proper counseling. Another video tape, "I Can See Clearly Now",

described accessibility and services at the four year campus.

Diane Swanson, a partially sighted graduate from San Diego City College and presently a senior at San Diego State University, described her progress through the two programs. Discussion included issues of student responsibilities for researching services and resources and being an ambassador with fellow students and staff regarding vision accommodations. Audience participation included expressing concern for on-going peer and support counseling for the students regarding the issue of visual disability.

Students in high school must be aware of and responsible for their needs and resources on campus and in the community as they prepare for college.

ORIENTATION AND MOBILITY FOR THE SEVERELY HANDICAPPED/VISUALLY IMPAIRED AND BLIND, Workshop #301

(Leader: Berdell Wurzburger, Professor, Special Education, San Francisco State University; Panelist: Gayle Hodge Hoover, Center for Living Independence for Multi-Handicapped Blind (CLIMB))

(Speaker: Gayle Hodge Hoover; Topic: CLIMB)

There are three separate sites which make up the physical facilities of CLIMB. They are (1) A facility for students who were previously placed in a Developmental Center at a State Hospital (lowest cognitive and motor level); (2) Sierra Madre, where the prerequisites for admission are (A) self feeding, (B) toileting, (C) dressing, and (D) ability to communicate; (3) a six-bed home where those students who show the most skills practice those skills on the way to independent living.

At CLIMB the students are paired up with buddies according to strengths and weaknesses, which complement each other.

The students do not use their canes while indoors at CLIMB.

The students have a check-out system. There are nameplates for the students and alongside each of their names are the locations they are allowed to go to independently.

Some of the teaching lessons at CLIMB are as follows:

- A. Automobiles, their use, and their makeup
- B. Various types of street crossings
- C. Bus travel and courtesy
- D. Emphasis in lessons on repetition and consistency
- E. The use of the telephone is taught early in the program and each student must carry a dime at all times.
- F. Physical Exercise—including rolling rocking, yoga, etc., tandem bikes, and swimming.

Considerations of staff in teaching the skills listed above:

1. Some important decisions are how far and how rapidly to push each student towards a short term goal.
2. Evaluate student's self concept and attention span.
3. Concept development learning is more effective if the concepts to be learned are

included in the actual mobility lesson. Overall objective is more important to multihandicapped than techniques and concepts. The concepts should be developed while student is attempting to realize the goal.

4. In teaching "line of direction" or keeping a straight line the staff of CLIMB has found that if the students use the "free" hand to point where they are going it will help get them to walk a straighter line.

5. The staff as part of the teaching process must deal with the behavior and habits of each student.

6. One of the techniques the staff uses to get the students to stay on the sidewalk is to say "stay on the smooth" and "reject the rough"—easy catch phrases for reminding students how to remember what surface they should be walking on.

7. Teach horizontal waving so students can wave cars on at intersections. The wave must look like a "wave on" and not a "bye-bye" hand motion.

8. The staff teaches the address system relative to N,E,S,W directions.

9. There is always a need for group activity. Peer pressure works well. There is a "mobility" bell which is loudly rung at CLIMB when a student has learned a route and is cleared to travel that route on his/her own.

10. The students and staff at CLIMB participate in a mobility rap group. This is the time for each student to share his/her feelings and frustrations.

Any multihandicapped blind adult over 18 years of age qualifies as a student at CLIMB.

S.S.I. covers room and board only.

(Speaker: Berdell H. Wurzbürger, substituting for Anna Williams of Sonoma State Hospital. Topic: The Orientation and Mobility Program for Severely Handicapped/Visually Impaired Residents of the Development Center, Sonoma State Hospital—Program I)

Program I is one of many programs or divisions within Sonoma State Hospital, where there are 1300 residents. Over 400 of the residents are legally blind as well as developmentally delayed. Program I has 155 of these residents who are housed in four recently renovated cottages or living units.

The residents are assigned to a living unit according to : (A) Physical problems in addition

to visual impairment—these would include non-ambulators or fragile ambulators; (B) Behavioral Problems— such as abuse to others (including staff) and self-abuse; (C) Deaf or Hard of Hearing; (D) Education Objective—classroom or vocational workshop.

The staff of Program I includes five Educational Classroom Teachers and Aides. Two of these classes are of predominantly deaf-blind students with one of the two classes taught at Sonoma Valley High School, about 10 miles from the hospital campus. There are also two dually certified Orientation and Mobility/Visually Handicapped Instructors. In addition, there are three adult workshops taught by Adult Education Staff or Compensatory Education Staff. Several recreation therapists who conduct activities on and off the units and the grounds of Sonoma State Hospital; four occupational therapists; and one physical therapist are also on staff. Nursing supervision is carried out from Program I by a physician and registered nurse. There are numerous levels of care staff, including nurses, psychiatric technicians, etc.

One of the groups of people who play an invaluable part in the daily lives of the residents is the "Foster Grandparents". They translocate residents from unit to classroom, or take them to the store or restaurant on the grounds. They also help in the Orientation and Mobility program.

As the name of Program I implies, orientation and mobility is an extremely important activity. There is a variety of ways the skills of orientation and mobility are taught to the residents in Program I.

The grounds of Sonoma State Hospital are quite extensive. The units, classrooms, workshops, store, etc., are separated by some distance from each other. There are good sidewalks, roads, textures, etc., for orientation and mobility.

METHODS OF MOBILITY OR TRANSLOCATION

Fixed Mobility Rope. A system of temporary bases affixed to sidewalks by epoxy in which are inserted plastic poles three feet or so in length. A rope is threaded through a hole in the top of the poles. The residents follow the guide ropes from one living unit to another. One staff member can usually work with five

or six residents at one time. This system is being evaluated by Program I staff to see whether its further use and expansion is indicated or whether the system should be discarded.

Mobile Mobility Rope. Three staff members can move 15 to 18 residents around the grounds on this rope. Some residents are capable of holding onto the rope, but others are tactually defensive and are held to the rope by a "bungi" cord or elastic band. The lead staff member walks backwards and keeps an eye on the entire group, giving verbal commands when necessary. The mobile mobility rope is used daily, rain or shine. The program has rain apparel for each resident to wear.

Other teachers in Program I move residents move residents by bus if they are wheelchair bound. Sometimes the foster grandparents will move them in wheelchairs.

A number of the other residents use the long cane in moving about the campus. The long canes are equipped with a large diameter nylon tip which has been designated as a "marshmallow" tip. The tip was designed so the cane tip would stay in constant contact with the walking surface in a touch and glide technique. Most of the residents do not move the cane tip from left to right and vice versa as they walk, but use it in a diagonal across-the-body technique. Some of the residents are beginning to learn to move the cane tip in an arc in front of them. This will

MECHANICS OF BRAILLE MUSIC, Workshop #409
(Leader: Georgia Griffith, Chairman, NBA Music Vice-Chairman, NBA Music Braille Committee)

This session of "Experts in Training" began with an explanation of the difference between a footnote and a transcriber's note. A footnote is in the print text and should be placed at the bottom of the braille page. A transcriber's note is an explanation of some symbol or a print error and can be placed in cell 7 as in textbook format. The point was made that if there is a note about some recurring sign, it can be placed at the beginning of the piece. But if the sign applies to several numbers in a volume, it should be placed on the Transcriber's Note page.

be a long tedious process but it will work for some.

All the residents are being taught the sighted guide technique for use in the living unit.

Most of the care staff and all teaching staff and aides have in-service training in orientation and mobility.

This spring semester, San Francisco State University has brought to the Sonoma State Hospital four courses in the Orientation and Mobility Credential and Master's Degree sequence. There are 13 students in the program. Ten of the students are registered at San Francisco State University and three are registered under Extended Education courses. Eleven students are employees of Program I and the other two are employees of Sonoma State Hospital in different programs. The large number of visually impaired residents at Sonoma makes it imperative to provide expanded orientation and mobility services by employees already in Program I.

It is a natural working partnership of university and hospital administration to design a program to help employees in furthering their education with a minimal cost in educational and tuition.

The employees enrolled in this program are working their regular day and being excused three times a week during the 8 AM - 1 PM period to attend mobility classes. Two of the classes meet from 4 PM to 7 PM after the regular workday.

Braille Committee; Panelist: Bettye Krolick,

Next, I handed out print examples of music with very intricate slurs, and some tricky format problems. I asked the participants to mark the octave signs. When they were finished, correct braille examples were handed out for comparison. Participants were asked to tell where they had erred. This new approach was greatly appreciated, and it helps us to know where more explanation is necessary.

The point of reminder ties preceding word signs was stressed since this rule is often violated.

A question was asked about string signs. When the print says "5th position" should words or string signs be used? String signs should be used unless a facsimile copy is being prepared.

Next, a question about textbook format was

LARGE TYPE AND . . . , Workshop #503

(Leader: Marian Wickham, CTEVH Large Type Specialist; Panelists: Ann Gelles, Teacher, San Mateo County; Betty Osborne, Transcriber, Contra Costa County)

Ann Gelles, braille reader and CCTV user, opened this very informal workshop speaking and demonstrating techniques she used in her schooling and now uses with students. She showed useful ways and shortcuts in teaching handwriting and other subjects, how to adjust the CCTV for various types of materials, and the ability of the machine to give students a wide variety of information often omitted from the presentations to partially-sighted students.

There was a great deal of discussion of the Xerox 1035 copier/enlarger which the state supplied to many districts. All participants agreed that the machine produces beautiful copies—even from dull newspaper print or faded dittos. Complaints were varied, but mostly centered on these issues:

1. Lack of training of school personnel in the use of the machine; lack of information on the care and maintenance of the machine.

2. Lack of information on the business arrangement between the state and the personnel using the machine. (T-note: portion of the agreement included at the end of this article.)

3. The movable platen makes text copying difficult as the books must be pressed flat and held down in order to get clear copy at the edges—a neat trick when the text is thick and the platen moving.

4. Lack of consistency in the directions given by various Xerox service people on how to load paper, replace developer, removal of "stuck" paper, etc.

Use of the hand feed/single sheet by-pass copying techniques to produce copy on braille paper or plastic overhead projector was discussed. This method saves the transcriber much time in hand copying material to be embossed for the braille reader.

Producing copy to be embossed led to the "show and tell" of the beautiful raised-line

answered. How do I know when to use textbook format? Unless textbook format is specified, music format should be used. This applies to instrumental books as well as performance pieces.

drawings done on the Matsumoto stereo copying machine. Photocopies of geometry, maps, or science drawings are fed through the stereo machine which uses a heavy paper containing microcapsules which puff up when stereocopied. This produces raised lines with black print labeling/braille labeling—whatever is on the original copy. Information available from: JP Trading, Inc., 300 Industrial Way, Brisbane, CA 94005.

Most transcribers reported that their enlarged materials are being "bound" in three-ring binders. Some are fortunate in having punch and binding equipment for the large sheets they produce.

There are three major producers of 6-pitch, 18-point typewriters: Olympia, Facit, and Smith-Corona. Also, the rebuilt IBM is being marketed by California Retyping Company (2240 Colby, Los Angeles, CA 90064).

Commercial publishers marketing titles in large type are Ulverscroft (c/o Helen Boyle, 62-01 79th St., Middle Village, NY 11379), Thorndike Press (One Mile Road, Thorndike, Maine 04986), and G. K. Hall (70 Lincoln St., Boston, MA 02111).

A braille press featuring a book-a-month club is National Braille Press, 88 Saint Stephen St., Boston, MA 02115. These books, which have braille plastic sheets bound with the original, colorful inkprint children's book are for grades K-3.

RE: XEROX 1035

(From letter received by teachers/transcribers)

It has been brought to my attention by Mr. Fred Sinclair, that you will be responsible for supplies and maintenance connected with this system. Therefore, you might want to know there is a 90 day unconditional warranty from date of installation on your

Xerox 1035. After that time, you will be charged for any service calls and parts connected with your equipment unless a Maintenance Contract has been activated. Therefore, you might want to activate a Quarterly Maintenance Contract. This is the most cost effective maintenance contract of any maintenance contracts we offer. This will assure you of full

coverage (all parts and labor). The costs are \$100 per quarter, including 6,000 copies annually; thereafter \$.011 per copy. With your approval, I have automatically positioned this program to go into effect 90 days after you installation date. I have also arranged to have the maintenance bill sent directly to your office.

BRAILLE TRANSCRIPTION BY HOME COMPUTER, Workshop #511

(Leader: Bettye Krolick; Chairman, Automation of NBA; Panelist: Lou Ella Blessum, Braille Transcriber)

This session began with a demonstration of an inexpensive program that uses the Vic 20 or Commodore-64 computer to assist people in learning braille transcription. The program follows the Library of Congress instruction course and provides drills with immediate feedback in a "game" setting that rewards the brailist by saying "CORRECT!" or gives the brailist a second chance before showing the correct answer. This training program is available from J. J. Hoefer, 5200 West 68th St., Shawnee Mission, KS 66208 (\$15-\$35). Bettye Krolick also described a braille training program available from Raised Dot Computing which covers only lessons one through five and sells for \$100.

Next came a discussion of computer programs that automatically convert grade one braille material into grade two. These are translation rather than transcription programs, but many people equate them with transcription and feel they are the answer to the needs of the visually handicapped. Bettye Krolick pointed out that translation programs do not handle any of the special codes such as math, music, foreign language, textbook, etc., wherein lie the needs of most of the children in California schools. Translation programs have been available much longer than transcription programs, but most of them are suitable for adult readers who can cope with their faults. She does not recommend "almost accurate" translation programs for school children unless the material is proofread and corrected before distribution. The most accurate translation program at this time is the Duxbury Braille Translator of Duxbury Systems, Inc., 77 Great Road, Acton, MA 01720 (\$475) which runs on any computer with CP/M 2.2 or later (with a Z-80 microprocessor).

Part two was a description of the general procedure for a brailist to enter material with six keys of a home computer keyboard in any code with any format. All material, including spaces, is recorded on computer disk and saved in that form. Over a volume of braille is saved on each 5¼ inch floppy disk. Transcription programs are available only for Apple II+, Apple IIe, and IBM PC home computers at the present time. The extra function keys on the IBM computer make it the easiest to learn and to use for braille transcription.

It is necessary to have a special output embosser in order to get the braille from electronic form to paper-embossed braille, but this embosser need not be purchased by individuals. Bettye Krolick recommended that braille groups purchase one Cranmer Modified Perkins Brailier for their entire group and that there should be a Thiel high-speed line embosser located somewhere in California for high volume output of braille material. (Both units are sold by Maryland Computer Services, 2010 Rock Spring Road, Forest Hill, MD 21050.) She also announced that the National Braille Association now has an output center for Apple disks only. A field test is being conducted. Any individual may send a disk for output at a price of six cents per braille page. At the present time orders are not being processed for agencies. Persons wishing to use the service should contact NBA Disk Output Service, 422 S. Clinton Ave., Rochester, NY 14620 for details before sending a disk. The Thiel embosser was demonstrated, many questions were answered, and it was made clear that all of the embossers will run from any computer that has standard serial interface capability. It was also stressed that

an IBM disk will not fit an Apple computer or vice versa, so the output center must have the same brand of computer as the disk on which the braille has been prepared. National Braille Association hopes to acquire IBM equipment and also to set up the capability to receive electronic braille by modem. (Braille material may be sent from IBM disk to Apple disk by modem and then output via Apple equipment.)

(Note to readers: At least ten Cranmer Modified Perkins Braille systems have been supplied to school systems around the state of California. When brailleing for these schools, the schools should provide the output. These are also potential sources for output of other braille material, depending on local arrangements.

There are two programs available for the Apple computer. Braille Ed-it of Raised Dot Computing, 310 South 7th St., Lewisburg, PA 17837 (\$300), is the program to purchase if the transcription is being prepared for use on VersaBraille tape. This program is also designed for use by blind persons. It accommodates voice output as well as braille output. Its use for paper braille output is limited, however, because the transcriber has limited control of format for math, textbooks, music, etc. David Holladay, the writer, is continuing to improve the program for these purposes. Ed-It, Braille Version, written by Robert Stepp, P.O. Box 5002, Champaign, IL 61820 (\$100), is the program

designed specifically for paper-embossed transcription in any format. Editing features were demonstrated with the assistance of Elinor Savage, who made corrections, inserted running heads, centered headings or entire title pages automatically, etc.

The highlight of this presentation was the introduction of the new IBM PC program for braille transcription. Micro-Braille from Micro-Engineering, 955 Camino La Maida, Thousand Oaks, CA 91360 (\$100), was written by Norman Blessum and demonstrated by Lou Ella Blessum. By touching the function keys of the IBM computer, transcribers can insert running heads that automatically keep track of and supply textbook pagination such as B#27, C#27, etc., or literary pagination on line 25 so the transcriber does not forget to leave three spaces at the end of that line. Cursor movements are extremely easy and precise in any of the four directions on the screen, function keys allow easy movement from page to page, the screen shows an entire page of 25 lines, insertion and deletion is easily controlled by function keys, etc., etc.. This is truly an outstanding addition to electronic braille transcription. It is hoped more programs of this calibre will be introduced in the future.

Handouts from this session are available by sending a stamped, self-addressed envelope to Bettye Krolick, 724 Powderhorn, Fort Collins, CO 80526.

EXECUTIVE BOARD 1984-85

President: **ROBERT DODGE** 65 Linaria Way, Menlo Park 94025
Vice-President: **JANE CORCORAN** 400 Old La Honda Rd., Woodside 94062
Secretary: **LYNNE LANEY-MILO** P.O. Box 995, Georgetown 95634
Treasurer: **DONNA COFFEE** 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS	152 Hamilton Ct., Los Altos 94022
C. ROBERT CALHOUN	6404 Linda Vista Rd., San Diego 92111
BOB ELFORD	4097 39th Ave., Oakland 94619
JIM FISHER	760 E. Robinwood, Fresno 93710
LIL GARDNER	7046 Park Manor Ave., North Hollywood 91605
ROSE KELBER	538 W. El Morado Ct., Ontario 91762
JOAN S. LEVY	339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON	3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON	114 Peony Ct., Fremont 94538
MARIAN WICKHAM	1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE	2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR	(ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR	(ex officio) 721 Capitol Mall, Sacramento 95814

CTEVH SPECIALISTS

BRAILLE

Literary:	NORMA L. SCHECTER (714) 536-9666 8432 Northport Dr., Huntington Beach 92646
	ELIZABETH SCHRIEFER (916) 486-9242 751 El Encino Ave., Sacramento 95825
Mathematics:	LEAH MORRIS (213) 274-3443 3928 Sunny Oak Road, Sherman Oaks 91403
	JOYCE VAN TUYL (415) 962-9494 854 Jordan Ave., Apt. E., Los Altos 94022
Music:	ELINOR SAVAGE (619) 328-8003 350 Andora Way, Cathedral City 92234
Tactile Illustration:	JANE CORCORAN (415) 851-2122 400 Old La Honda Rd., Woodside 94062
Textbook Format (H.S. & over) and Foreign Lang.	ELIZABETH C. SMITH (415) 592-4982 1920 Notre Dame Ave., Belmont 94002
Textbook Format (Kindergarten & 8th Gr.)	BILLIE ANNA ZIEKE (714) 776-6754 2115 W. Judith Lane, Anaheim 92804

LARGE TYPE AND ENLARGED DRAWING

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015

RECORDING

LESLIE BURKHARDT (213) 663-1111
Braille Institute
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Historian: DONNA COFFEE

LIFE MEMBERS

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood

Russell M. Kirbey
Rose Kelber
Bernard M. Krebs
Bettye M. Krolick
Mabelle McMahon
Leah Morris
Miriam Nelson
Evelyn B. Olgiati
Barbara Blatt Rubin

Norma L. Schechter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Fred L. Sinclair
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN & KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues \$8.00: New ☐ Renewal ☐ Life Membership (\$150) ☐ . Check payable to CTEVH.
Katie N. Sibert Memorial Scholarship fund ☐ \$ _____

NAME _____

ADDRESS _____

(street)

(city)

(state)

(zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or
other (specify) _____.

If visually handicapped, do you want CTEVH
publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVENUE
LOS ANGELES, CA 90029

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

FALL

1984

The influx of marvelous technological applications

to the field of vision impairment leaves us

breathless, bewildered, and mind-boggled.

How can we possibly keep up? How can we understand all these formidable things with their futuristic, computeristic complexities?

THE CALIFORNIA TRANSCRIBER



The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

FALL 1984

VOLUME XXVIII, NO. 3

INSIDE STORY

PRESIDENT'S MESSAGE

Bob Dodge 69

GENERALLY SPEAKING

TECHNOLOGY UPDATE

Bettye Krolick 70

IBM PC BRAILLING

Norman and Lou Ella Blessum 74

NEWS OF GROUPS

GROUP ACTIVITIES

75

NEW OFFICERS/ADDRESSES

76

INTERESTING TRANSCRIPTIONS

76

TRANSCRIBING CLASSES

77

OUR SPECIALISTS SAY

LITERARY BRAILLE Qs AND As

Betty Schriefer 79

LITERARY BRAILLE POTPOURRI

Norma L. Schechter 80

CLEARING UP SOME MISUNDERSTANDINGS

Joyce Van Tuyl 82

LARGE TYPE

Marian Wickham 83

THEORIES AND PRINCIPLES OF MAGNETIC

RECORDING FOR PHYSICS-PHOBIA SUFFERERS

Leslie Burkhardt 84

SACRAMENTO FILE

NEWS FROM CDHS

Fred L. Sinclair 86

CAPITAL CORNER

Staff, Office of Spec. Ed. 87

CONFERENCE REPORTS

COMMENTS ON THE STATE GUIDELINES FOR INSTRUCTION AND SERVICES TO INDIVIDUALS WITH EXCEPTIONAL NEEDS RESULTING FROM A VISUAL IMPAIRMENT	Dr. Kathleen Mary Huebner	89
WORKSHOP REPORTS		
A MOTIVATIONAL MODEL FOR STUDENT INDEPENDENCE	Dr. Robert Oberlander	91
FOCUS IN MATHEMATICS	Dr. Frank Franks	92
APH/CDHS UPDATE	Carl Lappin	93
ORIENTATION AND MOBILITY FOR VERY YOUNG VISUALLY IMPAIRED AND BLIND CHILDREN	Berdell Wurzburger	94
OPHTHALMIC DISORDERS INDUCING VISUAL HANDICAPS	Dr. David C. Martin	96
BEHAVIOR MANAGEMENT STRATEGIES	Holly Shepard	96
A VIEW FROM THE OTHER SIDE OF THE TABLE—PARENTS	Bob Bendtzen	97

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPISTS: DEE DEYOUNG, NENA THOMPSON

BRAILLE TRANSCRIPTION: DORIS PONTAC

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

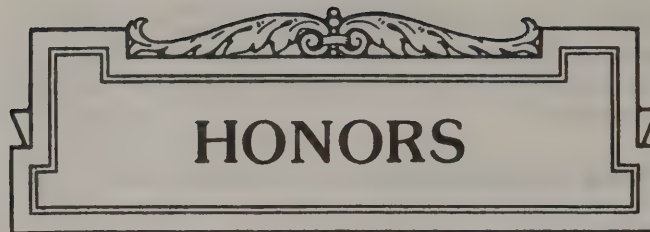
TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

EDITORIAL BOARD: BARBARA BLATT RUBIN, BETTY SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1984 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

DELLA SANDERS
Pomona Valley Transcribers Guild

LAURA L. BIERMA
Yucaipa

VIVIAN GREEN
Los Angeles

BARBARA HESS
Greenbrae

BERNICE JOHNSON
Shafter

STEPHANIE WIDENBRIGG
San Francisco

* * * * *

SPECIAL RECOGNITION

LILA QUEEN, FORMER PRESIDENT OF Peninsula Braille Transcribers Guild, was given a life membership in CTEVH at the Guild's annual meeting in June.

INSIDE STORY

PRESIDENT'S MESSAGE

It's hard to believe that summer is more than half over and that schools will soon begin opening their doors. Teachers will repeat their rush to get materials and equipment to the schools for the umpteenth time and frantic calls will be made to transcribers, who have been brailleing all summer, to see if it is possible to have a newly assigned textbook brailled. Immediately, of course.

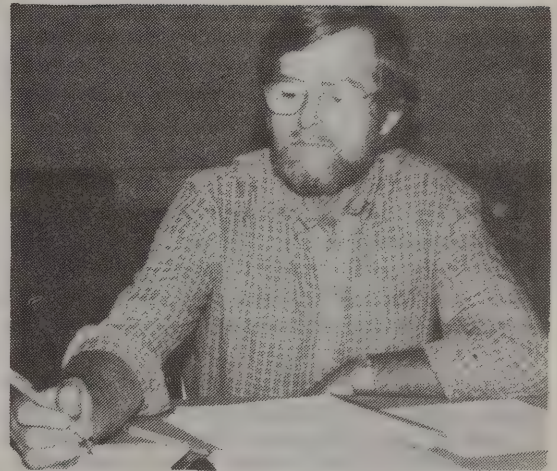
At the end of our excellent Conference in San Diego, I mentioned to several of your board members, that I thought it would be worthwhile exploring the concept of this organization's purchasing several personal computers with modified Perkins, for placement with transcribing groups, to aid in braille production. Now Elinor Savage of Cathedral City has taken this one giant step further, in proposing that CTEVH seek a grant from Apple Corporation or IBM or both, for, in her own words, "at least a hundred!"

By the end of August, I will have selected a committee to seek such a grant. Any time CTEVH can make a move to increase braille production and with the same step make that production easier and less time consuming, it is well worth the effort.

As a final NOTE, should our efforts be fruitful and the personal computers be obtained, I will propose to your Board of Directors that CTEVH purchase a Thiel Embosser upon the condition that we find an appropriate organization for operation of a central braille facility.

I would appreciate comments on these proposals both pro and con. Shall we go for it?

Bob Dodge



GENERALLY SPEAKING

TECHNOLOGY UPDATE

[**Editor's Note:** The following article mentions by name numerous pieces of equipment. Neither the author nor CTEVH intends such mention to constitute an endorsement. Other comparable equipment may not be mentioned simply because it has not come to the author's attention.]

The influx of marvelous technological applications to the field of vision impairment leaves us breathless, bewildered, and mind-boggled. How can we possibly keep up? How can we understand all these formidable things with their futuristic, computeristic complexities? Administrators are bombarded with literature touting technological advancements that will solve all their problems accompanied by insinuations that if they do not computerize, their students will be hopelessly unable to cope in the professional world.

It is true that technology can now assist the vision-impaired in many ways, but not all the claims that are made will hold up. One I overheard recently goes something like this. "With an OCR (optical character reader), a computer with a translation program, and an embosser, it will no longer be necessary to have individuals make braille transcriptions." True, IF the OCR can read the particular typestyle AND the book contains no charts, columns, or graphs, this will work quite well UNLESS the book is a textbook, a foreign language book, a music book, or a book that contains math, computer, or scientific notation! In other words, virtually all the transcribers working in a paid or volunteer capacity for students in the state of California will continue to get rush calls for more than they can handle. But let us look at some of the things that are available, find out what they can do, and assess what is really practical and, perhaps, what is not so practical.

For this issue of TCT, I have put together some basic information about a number of devices now on the market. Because CTEVH serves so many school children, my remarks are slanted towards computers found in schools with peripherals (attachments) rather than especially designed terminals used by professionals in the workplace. After a very brief description, some advantages and disadvantages will be mentioned based on my personal knowledge.

Obviously, that knowledge is limited. Rebuttals and new information will be published in a future issue and should be exceedingly useful in bringing even more information to the readers of TCT.

COMPUTERS

Let's start with the computers. Most of the programs adapted especially for blind users were written for the Apple computers.¹ This includes the Apple II+ with 48K, the Apple IIe, the Apple IIc, and the compatible Franklin computers. These programs allow information to be entered by typing on the computer keyboard or by using six selected keys in order to enter braille. With the addition of speech or braille output devices, students can prepare assignments, keep files, learn to write computer programs, and participate fully in the use of a computer. Other computer brands can also be used with normal typing; special six-key boards are available for braille input to some computers;² there are transcription programs for three brands of computers, and braille translation programs are available for all computers that use C/PM 2.2 (or later). Any computer can hook up (interface) to any of the peripherals as long as the proper connection is made. One computer cannot use the program or the disk prepared for another computer, however, unless they are specifically compatible. To summarize, most microcomputers found in schools can be used in some way by the visually impaired provided they are connected to some type of peripheral device that will give speech or tactile feedback to the user.

TRANSLATION OR TRANSCRIPTION

A translation program takes material that has been typed into a computer and automatically changes it in some way. The earliest translation programs took typed material and automatically changed it into grade two braille. More recent translation programs have recognized the need visually impaired computer operators have to translate their grade two braille material back into grade one. Then it can be typed out on a computer printer and handed in to a teacher or sent as correspondence. Either of these translations are a tremendous help to the visually handicapped, but a word of caution is in order. Material that has been translated automatically should be carefully proofread. The rules of English braille are

so complex, it is quite likely mistakes will be found occasionally. A computer is consistent, and consistent mistakes are going to teach school-age readers bad habits very quickly. Material translated back to grade one should also be proofread in order to take best advantage of the possibility of handing in an excellently typed paper for an excellent grade.

Incidentally, grade two translations have been in use at some printing houses for over ten years,³ and they have failed to replace volunteer transcribers. They account in large part for the smaller demand for ordinary literary brailled transcriptions – those are often translated automatically. But since there are no translation programs for the materials listed in the paragraph above, volunteers are still needed. (It is technically possible to type in the literary part of a textbook and insert special formatting instructions for major, minor headings, and all other details of format, but only a brailist would know what instructions to insert.)

Transcription programs do not translate material; they assist in the direct braille transcription of material in any code or grade of braille. This assistance is truly remarkable and practical. Programs are available for the Apple computers and its compatibles listed above and for the IBM PC with its compatibles such as the Compaq and the Columbia computers.⁴ A new transcription program for the Commodore-64 is in the final testing stages.⁵ Transcribers enter braille in the usual six-key configuration, correct mistakes instantly without recopying pages of braille, center without counting cells, and have other advantages that allow them to use their braille skills more effectively.

SPEECH OUTPUT

Speech synthesizers can be attached to any brand of computer, but some are more practical than others and some programs, unfortunately, are copy-protected in such a way that the instructions necessary to activate the speech device cannot be used. The Echo II synthesizer has received wide acceptance among friends of mine.⁶ It is made especially for Apple computers that have slots for the insertion of an interface board, and the Echo GP is made for other computers with serial connections. The PC Speak was reviewed favorably for use with the IBM PC.⁷ Although voice output devices

will not work with every commercial program, they will work while students are learning to write their own programs, they will work with public domain programs, and they can be used with telecommunications because many of those programs are not copy protected.

LARGE PRINT SCREENS

First reports concerning the Visualtek DP-10 large-print computer monitor for Apple and IBM PC computers⁸ were very exciting, and second reports were a big letdown, "It does not enlarge graphics!" In actual use, I am impressed with its capabilities despite the graphics problem, and graphics on the DP-10 screen show up quite well when the screen is used with no enlargement. It depends, of course, on the visual problems of the particular user, but with its wide variety of sizes for print and its ease of movement (students work a joystick to look at any part of the computer screen), it seems to be quite a practical device for the partially-sighted. To me, it seems more compatible for use in a classroom than a device that shows only one line at a time that is not coordinated with what other children and the teacher are seeing on their computers. Those of you who disagree, be sure to write me c/o TCT. If your school situation does not include a large-print monitor, get the largest screen available for your computer brand, and give careful attention to glare, general lighting in the room, and contrast. This will enable some students to use a standard screen. Unless it is attached to the computer, the screen can be placed on a box at proper height and close to the reader.

A cross between a visual screen and a tactile readout is an Optacon with the special attachment for computer use.⁹ This device is so practical for skilled Optacon users that two professional deaf/blind computer programmers I know do all their work with this type of output alone.

BRAILLE EMBOSSERS

To get tactile braille on paper as output from a computer, a braille embosser is used. This output may be material coming directly from a visually-impaired student's input or it may be material prepared in advance by a transcriber and recorded on a disk. The three major brands of braille embossers currently marketed

and serviced in the United States are the Cranmer Modified Perkins Brailier, the Thiel, and the LED-120.¹⁰ The Cranmer is just what its name indicates - a modified Perkins brailier. It is modified in order to run when it is attached to a computer and to braille whatever that computer sends to it. The paper is inserted just as in a standard Perkins, and after each sheet has been brailled, someone must remove that sheet and insert the next one. The Cranmer brailles at the rate of about 10 characters per second, and it has a unique graphics capability. This embosser is suitable for use in a school or transcriber group setting. In a school it can be used by a student with a computer and it can also be used by a teacher or brailist who has prepared materials in advance. In a transcription group, it can be run by a brailist or by another volunteer, and it will serve the needs of the entire group providing they all use the same brand of computer that is attached to it in the group's headquarters.

The Thiel and LED-120 computers still produce one-sided braille on braille paper from computers, but they are much more efficient. Instead of 10 characters per second, they braille 120-130. Instead of individual sheets, they use fan-fold paper, brailing 100 pages in approximately the same time a Cranmer Modified Perkins brailles four pages. There is a comparable price difference, however, making the slower machine more practical in a smaller setting and the faster machines more practical in a high-volume production setting. My personal recommendation between Thiel and the LED-120 goes to the Thiel simply because of maintenance problems with the LED reported to me many times in my travels around the U.S. and Canada. The Thiel has a newer technology, it is made in West Germany and handled by Maryland Computer Services, and so far, there have been no maintenance complaints. Developments continue in this field, and TCT readers will be informed as other brands prove their worth.

PAPERLESS BRAILLERS

In this modern era, it is no longer necessary to have paper in order to have tactile braille. Paperless brailers are stand-alone microcomputers with braille readouts consisting of cells with movable pins. As soon as the cells are read, the reader touches a bar or key, and by the time his/her hand moves back to the beginning of the line of cells, the pins have formed the next "line" of braille material. The user can

also write in braille, store material, and correct or change it as on a standard computer. Although their short, one-line displays make paperless brailers less than perfect, they represent a marked advance in usable technology, and they are an outstanding help to the lucky students who have the privilege of learning to use them. The VersaBraille has a more vocal following than the MicroBrailier so far.¹¹ People who have used both and reported back seem to feel that the somewhat higher price of the VersaBraille is well worth it. Again, some readers are sure to disagree. A feature of the MicroBrailier that has been mentioned repeatedly should be reported here because many readers deal with school children. The braille writing keys of the MicroBrailier are placed so far apart that some adults object severely. If this is a problem for adults, it certainly should be a consideration for children.

OPTICAL CHARACTER READER

OCRs are devices that recognize print characters and "read" them to a computerized device. The earliest successful OCR capable of reading almost any type font was the Kurzweil Reading Machine,¹² a huge computer that scanned printed material and read it aloud in a very strange "voice." Newer models of the Kurzweil machines are smaller and in addition to reading aloud (in a nearly normal voice), they can be connected to microcomputers where the letters are stored for automatic translation or for direct output in braille form. The combination of OCR, translator, and braille embosser is the nearest thing a blind person has to completely independent braille preparation of his/her own selection of needed print materials. When the OCRs have been perfected and the translators are perfect, brailists will not be needed - except for math, music, foreign language, and material requiring special formats. In other words, transcribers will be needed with advanced skills, and the visually impaired will have access to many, many more books of all kinds through a combination of independent transcription with an OCR and the help of transcribers who have time to concentrate on the transcription of materials that cannot be automatically translated. Several new OCR devices have recently entered the market, and each should be carefully examined. If they say they will read nine typestyles, they will not read 10, and there are many, many typestyles used in publications today. What will they do with graphics? What will

they do with proportionally-spaced printing or typing? What happens when they come to columns or charts? How is the material produced in braille after it is read by the optical character reading device? These are some of the questions to be asked, and a demonstration should include material off the shelf as well as material brought by the demonstrator.

TELECOMMUNICATION

Telecommunication is not a device, but I feel it belongs in any discussion of technology. With the use of microcomputers and any peripherals that will give recognizable feedback to the visually impaired person, literally millions of pages of information of all sorts are available to the computer hobbyist who accesses CompuServe, The Source, or any of the many bulletin boards within the state of California.¹³ For a very low cost, students can have the thrill of searching for their own information and the experience of sending to and receiving

messages from people with interests similar to theirs. On CompuServe, they can interact directly with people from all over the United States in "live" computer conversations.

SUMMARY

Yes, technology is here and it is helpful. In some cases the most expensive item is not always the most practical; in other cases, it pays to spend the money to get the best. It is always wise to try before you buy, and reputable dealers will gladly give you that opportunity. The technology is still growing. Many improvements will be made during the next few years, but the youngsters you serve will be better served if they can grow with the technology instead of having to wait until it is all perfect before they get the chance to try it. Again, I invite readers to express their opinions and send rebuttals with new information, addressed to me in care of TCT. This will keep us all up-to-date.

Bettye Krolick

¹Contact: Raised Dot Computing, 408 S. Baldwin St., Madison, WI 53703; Computer Aids Corp., P.O. Box 5502, Fort Wayne, IN 46895

²Contact: Paul Evans, 340 Daniel Drive, Plano, TX 75074

³Contact: Duxbury Systems Inc., 77 Great Road, Acton, MA 01720. Translation program for any computer with CP/M 2.2 (or later) and for MSDOS systems.

⁴For Apple computers: Robert Stepp, P. O. Box 5002, Champaign, IL 61820.
For IMB PC: Micro Braille, 955 Camino La Maida, Thousand Oaks, CA 91360.

⁵Contact: J.J. Hoefer, 5800 W. 68th Street, Shawnee Mission, KS 66208.

⁶Contact: Street Electronics, Inc., 1140 Mark Avenue, Carpinteria, CA 93013.

⁷Contact: Solutions by Example, Inc., P. O. Box 307, New Town Branch, Boston, MA 02258.

⁸Contact: Visualtek, Inc., 1610 26th Street, Santa Monica, CA 90404.

⁹Telesensory Systems, Inc., 455 N. Bernardo Avenue, Mountain View, CA 94043.

¹⁰Cranmer & Thiel: Maryland Computer Services, Inc., 2010 Rock Spring Road, Forest Hill, MD 21050. LED-120: Triformation Systems Inc., 3132 S.E. Jay Street, Stuart, FL 33494.

¹¹VersaBraille: Telensensory Systems, Inc. (address above)

Microbraille: Triformation Systems Inc. (address above)

¹²Raymond Kurzweil, 203 Lake Ave., Newton Highlands, MA 02161.

¹³CompuServe, 5000 Arlington Centre Blvd., Columbus, OH 43220

The Source, 1616 Anderson Rd., McLean, VA 22102.

IBM PC BRAILLING

The Micro Braille Program is designed for the IBM PC microcomputer, strictly for the braille transcriber to produce braille pages with ease and efficiency. Using six keys of the computer keyboard to represent the six keys of the Perkins, the program operates much like a word processor, with full 25 line viewing on the screen with 40 cells per line. Using arrow keys you can move the cursor to anywhere on a braille page and insert or delete letters to make corrections.

Since the Micro Braille Program was designed as a word processor, it has those advantages plus special features specifically for the braille transcriber. Once your running head (if any) is entered, it will appear automatically on each braille page along with the textbook page number (including letter) or literary page number. The running braille page number will also appear automatically after initially being entered.

This is NOT a translation program. You will braille exactly as you would on a Perkins, only now you don't have to redo whole pages. You make all your corrections before anything is embossed. There is not enough room here to list all the special features of this program, but if you are interested in knowing more about them, you may write or call the name and address at the end of this article.

Equipment required to run this program:

IBM PC 128K

Color/graphics adaptor board

Standard video monitor (recommend BMC green or amber monitor or equivalent)

Required: one drive and one floppy disk adaptor (recommend two double sided disk drives)

For output to the Cranmer Perkins, an RS232 adaptor is required

PC DOS 2.0 or 2.1

This program will NOT work on an IBM PC JR. It WILL work on a Columbia or Compaq computer.

Some people feel they could find it feasible to buy a computer, but not a Thiel or Cranmer embossing machine. In order to promote wonderful new way of braille, we have ordered a Thiel embosser. We expect to receive it about the middle of November. At present we will be able to run only IBM disks. We will try to keep costs down, so we can do it for 20 cents per page. If binding is required, there will be an extra charge.

NORMAN AND LOU ELLA BLESSUM

955 Camino La Maida

Thousand Oaks, CA 91360

(805) 492-1002

NEWS OF GROUPS

GROUP ACTIVITIES

Edith Whitlock of **LEISURE WORLD BRAILLE TRANSCRIBERS** reports that the group has dissolved its corporation due to lack of assignments. Edith will continue to be a part of CTEVH—once a member of CTEVH, always a member!

LUTHERAN BRAILLE WORKERS, INC., has moved into new offices which are in the same complex but considerably nicer and larger. The address will remain 11735 Peach Tree Circle, Yucaipa 91399, but the telephone number is changed to 714/790-2901. The group continues to reach out to all parts of the world. With requests increasing monthly for its good work, its facilities as well as its production multiply at an impressive pace.

OAKMONT VISUAL AIDS WORKSHOP is always working on new ideas to help teachers. Suggestions for helpful books will be greatly appreciated—they are "in business" to assist in the teaching of the visually handicapped.

Maria Mastrup is the first "Sunshine Chairperson" appointed for **PETALUMA BRAILLE TRANSCRIBERS, INC.** Wedding bells pealed recently for two of the members: Rick Joy (deaf-blind) and Nancy Turner (blind) each married sighted mates. Congratulations to the newlyweds!

Members of **POMONA VALLEY TRANSCRIBERS GUILD** are working on computer braille and two of their members have completed California textbooks and workbooks. No time for mischief here!

RECORDING FOR THE BLIND, INC., LOS ANGELES UNIT has added a new service: The Iris McBain Memorial Book Fund will buy textbooks and a tape recorder for handicapped students who are registered with RFB and are having financial difficulties.

H E L P! Do you have a braille transcription of EUCLID'S ELEMENTS? A copy is desperately needed by the North Branch (Los Altos) group of **SIXTH DISTRICT, CALIFORNIA PTA, BRAILLE TRANSCRIPTION PROJECT**. The only reference found on this was tape. Transcribers of the North Branch group are busily working on AN INTRODUCTION TO ANCIENT GREEK, VOL.I and TAKING THE S A T, 1983 copyright.

The San Jose group of **SIXTH DISTRICT, CALIFORNIA PTA, BRAILLE TRANSCRIPTION PROJECT** plans to feature Braille Demonstrations at the Santa Clara County Fair as it has done for many years in the past.

The Summer 1984 issue of TCT listed a "free offer" of several books which resulted in a request from as far away as New York! Check "Interesting Transcriptions", below, for an up-to-date list of free books offered by Sixth District. They say, "It's nice to SHARE!"

VOLUNTEERS OF VACAVILLE has "budget blues" and, reluctantly, has had to increase some fees for services. As of July 1, 1984, braille repair services will be \$12, parts are 5% over cost; the postal insurance fee will remain the same, at \$2.05. Transcription and duplication library rates for agencies and schools that are funded by the state, federal, or private sources are \$2.00 per track (one hour) for new transcriptions, and 50¢ per track (one hour) for duplication services. If you are not already on their mailing list, you may have your name included by writing to Volunteers of Vacaville, PO Box 670, Vacaville 95696 and lend them some support.

When members of **WALNUT CREEK TRANSCRIBERS** were transcribing Social Studies books for State adoption, they discovered factual as well as typo errors! Population of Israel over three billion? Language of Thailand is Arabic? They have reported these discrepancies to the proper authorities. What errors have you found in your transcriptions? Have they been reported? Don't just transcribe as printed, then forget the errors—our children deserve better books.

Cooking with Perkins! Because of its expanding list of cookbook offers **WOODSIDE TERRACE KIWANIS BRAILLE PROJECT** has added 29 new readers since October 1983. One order alone included 20 cookbooks (18 volumes, 1132 pages and \$103.16), and there's a waiting list for almost every recipe book they have transcribed.

NEW OFFICERS/ADDRESSES

Recording for the Blind, Inc. Los Angeles Unit

Co-Chairperson: Marjorie Gaffikin
1633 Sunset Avenue
Santa Monica, CA 90405
Tel. 805-450-3599

Co-Chairperson: Margaret Johnston
411 No. Hacienda Drive
La Habra, CA 90631
Tel. 213-697-6410

Vice-Chairperson: Winnie Reitnouer
Secretary: John Yeomans
Treasurer: Donald Rager

Recording for the Blind, Inc. Northern California Unit

Chairperson: Curt Weil
867 Lincoln Avenue
Palo Alto, CA 94301
Tel. 415-323-7919

Treasurer: Lois Demar
Secretary: Mrs. Frank Small

Sacramento Braille Transcribers, Inc.

Vice-Chairperson: Ann Brush
Secretary: Marion Lusk
Treasurer: Sandy Shubb

Transcribing Mariners

Chairperson: Bob Scheibach
65 Ridge Road
Mill Valley, CA 94941
Tel. 415-388-6349

Work-Chairperson: Herb Brann
Recording-Corresponding Secretary:
Alvina Burkhardt
Treasurer: Margaret Lemish

INTERESTING TRANSCRIPTIONS

Braille Institute Press Department 741 North Vermont Ave. Los Angeles 90029-3594

BIB-OVERALLS, BAREFEET AND FAMINE
by Doug Spears, copyright 1982 (4 volumes,
braille)

ECHO II SPEECH SYNTHESIZER,
INSTALLATION AND OPERATING
INSTRUCTIONS by Mike and Fern Kory,
copyright 1982 (1 volume, braille)

COMPUSERVE, INFORMATION SERVICE
USER'S GUIDE by Radio Shack, (1 volume,
braille)

OVEREATERS ANONYMOUS by Overeaters
Anonymous, Inc., copyright 1980 (3 volumes,
braille)

Mt. Diablo Transcribers
113 LaQuesta Drive
Danville, CA 94526

AMANA'S RADARANGE COOKBOOK by
Amana (braille)

San Fernando Valley Braille Transcribers Guild
Order from Press Department
Braille Institute

DICTIONARY OF CLASSICAL MYTHOLOGY
by J. E. Zimmerman, copyright 1964 (braille)

BIOSCIENTIFIC TERMINOLOGY, WORDS
FROM LATIN AND GREEK STEMS by Donald
M. Ayers, copyright 1972 (braille)

Sixth District, California PTA
Braille Transcription Project
101 North Bascom Avenue
San Jose, Ca 95128

MUSIC (AN APPRECIATION) by Roger
Kamien, third edition (braille; may be
purchased or Brailon exchange)

FREE OFFER: Contact Peggy Dodge, 101
No. Bascom Avenue, San Jose, Ca 95128
or telephone 408-298-4468 for the following:

THE STORY OF MY LIFE (Keller) APH,
4 volumes, braille

BIG RED (Kjelgaard) APH, 2 volumes,
braille

ARROWSMITH (Lewis) APH, 7 volumes,
braille

WINNIE THE POOH (Milne) master copy,
3 volumes, braille

MAGNETIC RECORDING TAPE (used)
7 inch reels

TRANSCRIBING CLASSES

ANAHEIM

Beginning September 12, 1984, on Wednesdays
from 6:30 to 9:30 p.m., at the Braille Institute,
527 N. Dale, Anaheim, CA 92801 with instructor
Diana Burkhardt. For further information,
contact Diana at the same address or telephone
714-821-5000.

CARMICHAEL

Beginning October 9, 1984, on Tuesdays and
Thursdays, from 9:00 to 11:30 a.m., at Starr
King Exceptional School, 4848 Cottage Way,
Carmichael, CA 95608 with instructor Betty
Schriefer. For further information, contact
Cathy Rothhaupt at the above address, telephone
916-482-5532; or Margery Kiml, 837 Piccadilly
Circle, Sacramento, CA 95825, telephone
916-487-7104.

PACIFIC GROVE

Ongoing classes on Mondays from 10:00 a.m.
to 12:00 noon, at St. Mary's Church, Pacific
Grove, CA 93940 with instructor Almira B.
Davis. For further information contact Almira
at 151 Ford Road, Carmel Valley, CA 93924,
telephone 408-659-4680.

PETALUMA

Beginning in August on Thursdays from 9:00
a.m. to 12:00 noon, at the McKinley School,
Petaluma, CA 94952 with instructor Freda
Z. King. For further information, contact
Phyllis L. Deaton, 1459 Magnolia Avenue,
Petaluma, CA 94952, telephone 707-664-1436.

SACRAMENTO

Beginning September 4, 1984, on Tuesdays
and Fridays from 9:00 a.m. to 12:00 noon,
at the Sacramento Society for the Blind, 2750
24th St., Sacramento, CA 95818 with instructor
JoAnn Noble. For further information, contact
JoAnn at 6650 South Land Park Drive,
Sacramento, CA 95831, telephone 916-421-2029.

SAN ANSELMO

Beginning September 24, 1984, on Mondays from 9:00 a.m. to 12:00 noon, at the Transcribing Mariner's Office, 761 Sir Francis Drake Blvd., San Anselmo, with Kay Martin as instructor. For further information, contact Kay at 63 Durham, San Anselmo, CA 94960, telephone 415-454-7985.

SAN FERNANDO VALLEY

Beginning September 11, 1984, on Tuesdays from 9:30 a.m. to 12:00 noon, at the Braille Youth Center, with instructor Lil Gardner. For further information, contact Lil at 16454 Refugio, Encino, CA 91436, telephone 818-765-6460.

SAN JOSE

Beginning September 13, 1984, on Thursdays from 9:30 a.m. to 12:00 noon, at 101 North Bascom Avenue, San Jose, CA 95128, with Bea Bowers instructor. For further information, contact Peggy Dodge, 2204 Cherrystone Drive,

San Jose, CA 95128, telephone 408-296-1188 or 408-298-4468.

SAN LEANDRO

Continuous classes with instructor Dorothy Vallergera, 15361 Norton Street, San Leandro, CA 94579, telephone 415-352-0522.

SAN MATEO

Both Literary and Math classes (days and time not established) with instructors Lila Queen and Iona Luke, at 340 N. Ellsworth Avenue, San Mateo, CA 94401. For further information, contact Lila Queen, 450 26th Avenue, San Mateo, CA 94403, telephone 415-345-2246.

WALNUT CREEK

Beginning at the end of September 1984 (time to be announced later) with Betty Osborne, instructor. For further information, contact Betty at Parkmeade School, 1920 Magnolia Way, Walnut Creek, CA 94596, telephone 415-937-5173.

CONTRIBUTIONS TO THE

CTEVH GIFTS AND TRIBUTE FUND

will be used to improve services to the visually impaired.
Make checks payable to CTEVH and mail them to:

**CTEVH GIFTS & TRIBUTES
741 NO. VERMONT AVE.
LOS ANGELES, CA 90029**

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT
MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE.

OUR SPECIALISTS SAY . . .

LITERARY BRAILLE Qs AND As

Once again I've had a couple of questions I'd like to share with you, perhaps alleviating the possibility of like problems bewildering other transcribers:

Q. How do you braille 20/20 vision?

A. The first response from each of several braille readers was, "Use a single number sign and change the slash (oblique stroke) to a hyphen." I questioned the single number sign, quoting §28 e. (1), page 53 of the Green Krebs.

- (1) The number sign should be repeated before the second number when an oblique stroke occurs between numbers which are not to be read as a fraction.

So ... it seems that our real question is: Is 20/20 read as a fraction? Back to Krebs ... His answer to this:

"Although the formula for visual acuity is expressed as a fraction, experts in the field of the blind advise me that it is not used as such. It is considered as two related numbers which are separated by a diagonal stroke in the same manner as dates are sometimes written. Since 20/20 is not an actual fraction, the number sign must be repeated in order to avoid its being read as a fraction. The dictionary shows the expression in words as twenty-twenty, with a hyphen between and not a fraction line. I trust that this explanation is not too obscure."

$\frac{20}{20}$ if print uses: 20/20

O.K.? Well, it's O.K. with me and, I trust, the transcriber originally voicing the question. (I would surmise this same solution could be used in writing the name of the current TV show title "20/20".)

Q. This question came from a transcriber who has not done any textbook transcribing but within her material (NOT a textbook) was a list of titles of elementary level readers and workbooks, thus:

Reader A (with Workbook) 1980 Primer
Reader B (with Workbook) 1980 1¹
Reader C (with Workbook) 1980 1²
Reader D (with Workbook) 1980 2¹ and so on . . .

A. How should she braille the superscripts? They are NOT mathematical superscripts indicating exponential powers. Actually, they refer to reading "levels" within a specific grade level.

If you are positive that these numbers represent Grade and Level (and the context of the material will probably tell you this), you should transcribe it in this manner:

Reader B (with Workbook) 1980, Grade 1, Level 1
Reader C (with Workbook) 1980, Grade 1, Level 2
Reader D (with Workbook) 1980, Grade 2, Level 1 etc., etc.

Reader B (with Workbook) 1980, 1-1 $\begin{smallmatrix} \circ & \circ \\ \circ & \circ \end{smallmatrix}$ $\begin{smallmatrix} \circ & \circ \\ \circ & \circ \end{smallmatrix}$ $\begin{smallmatrix} \circ & \circ \\ \circ & \circ \end{smallmatrix}$ $\begin{smallmatrix} \circ & \circ \\ \circ & \circ \end{smallmatrix}$

Reader C (with Workbook) 1980, 1-2 $\begin{smallmatrix} \circ & \circ \\ \circ & \circ \end{smallmatrix}$ $\begin{smallmatrix} \circ & \circ \\ \circ & \circ \end{smallmatrix}$ $\begin{smallmatrix} \circ & \circ \\ \circ & \circ \end{smallmatrix}$ $\begin{smallmatrix} \circ & \circ \\ \circ & \circ \end{smallmatrix}$ etc.

Reader D (with Workbook) 1980, 2-1

Betty Schriefer
CTEVH Literary Braille Co-Specialist

POSTAL PROBLEMS

Betty Smith offers a practical solution: Insure your package for \$50. No, of course that can't compensate for the hours lost—that's not the idea—\$50 seems to be the financial point at which the Postal Service begins to **pay attention** to a package. The cost of insurance is relatively minimal.

MAILING TO FOREIGN LANDS

However, you may use FREE MATTER FOR THE BLIND to any officially recognized **institution** for the blind. If your local Post Office questions this, tell them to check Sec. 225.1 of the International Mail Manual.

(Unofficially, we've had occasional marvelous luck with airline employees or members of other countries' armed forces who are stationed here, and who'll hand-carry a volume or two in their personal luggage. Or maybe I shouldn't mention that out loud . . .)

ISN'T IT FUN FINDING LITTLE PUZZLES?

In a British book, one of the characters is using a kind of schoolboy slang and says:

"... all the things you've been doing from time imm."

He means, of course, "from time immemorial." How on earth could you braille this so it would not mean "immediate"?

A similar problem arises when the newsletter of the Braille Revival League,* the BRL MEMORANDUM, is brailled. This actually means the letters B-R-L, not the short-form word for BRAILLE.

In both instances, to distinguish these from the short-form word, the letter sign would have to be used. (Would you have figured that out by yourself?)

Another weird phrase that came up was "toing and froing." Would you use the "to" sign? The "ing" sign? No, of course you couldn't use the "to" sign. The "ing" signs could be used whether the print did or did not hyphenate: toing and froing or to-ing and fro-ing.

Alice White asked about the proper name, "Yelina Gnessina", saying the "in" contractions are obvious, but wondering about the "ness", since she had no way of knowing whether or not the "G" is silent.

There's no reason not to use the "ness" sign, as it gives the blind reader as much information as it gives the sighted reader—and leaves both in the dark as to correct pronunciation. If you don't know Hebrew, to give a parallel example, you don't know whether or not the "K" is silent in Kneset or Kneseth, but you'll find "Kneseth" in your Problem Word List.

WHEN THE CODE HAS NO ANSWERS

Occasionally we come to a question (more often than not, a format question) and find that the Code (ENGLISH BRAILLE—AMERICAN EDITION) does not speak to the point. We may then find disagreement among the top experts, as to which method is preferable—but the crux of the matter is the word "preferable."

For example, the Code (Sec. 15) does not give any preferred sequence for Literary Braille prefatory pages. Neither does Maxine Dorf's MANUAL FOR BRAILLE TRANSCRIBING, although some years ago Maxine suggested to me that one should follow the print sequence. However, in the TRANSCRIBERS' GUIDE TO ENGLISH BRAILLE, Bernard Krebs states in Sec. 15: "The order of the pages of a volume should be: title, dedication, acknowledgment, contents, introduction, text." If we have learned braille from the "green" Library of Congress Manual, we discovered that the print Introduction precedes the Contents in Exercise Seventeen's "Sauce for the Mongoose." In such cases, follow the format prescribed by your own transcribing agency.

Similarly, the Code (§15.e.) and Krebs (§ 15.e.) discuss the placing of the END OF VOLUME indicator either with or without a blank line, but the Dorf MANUAL (§ 92, p. 86) goes a step further and states, "If the volume ends near the beginning of line 25, it is permissible to leave three blank spaces and insert the end-of-volume indication on that line. If this is not possible, the last line of braille must be carried over to another page along with the end-of-volume indication." Again, if you're brailleing for a major agency, check with them for their format preference.

The Code doesn't even mention the interesting bits of information found on the book jacket, which give the reader useful insights into the nature of the book, etc. Maxine Dorf says she really enjoys these, and would prefer to have them brailled right after the title page, on a separate braille page with a heading such as "From the Book Jacket."

Neither the Code nor the "Green Krebs" mentions capitalization on the Contents page, but the MANUAL recommends (p. 84): "Follow the print copy with respect to capitalization." Many agencies have a definite preference for single-capping on the Contents page, so be sure to check your agency's wishes.

These little format choices are not worth getting steamed up over—just so long as the Code is followed scrupulously when it says "Thou must," and the remainder is clear, beautiful, readable braille.

Norma L. Schecter
CTEVH Literary Braille

*If you're interested in this organization, which promotes the use of braille, write to the editor, Mr. Floyd Cargill, 216 W. Miller Street, Springfield, IL 62702.

CORRECTION TO THE "THE GREEN KREBS"

In the TRANSCRIBERS' GUIDE TO ENGLISH BRAILLE, page 36 of both the 1974 and 1983 editions, there is an error. In the fourth paragraph of that page, the second sentence of §15.e. should have the "not" inserted to read:

. . .If there is not sufficient room at the bottom of a page to skip one blank line, the volume-ending indication can immediately follow the text with no blank line between.

Norma L. Schechter

CLEARING UP SOME MISUNDERSTANDINGS

A rule that has often been misinterpreted has to do with the use/non-use of the English letter indicator with a letter which is immediately adjacent to a sign of grouping.

We all know that a letter which is in direct contact with both its opening and closing grouping signs does not require the English letter indicator. For example, (a), [x]. No English letter indicator is used.

However, the Nemeth Code [Rule IV, b.] tells us that when a letter is in contact with only ONE grouping sign, the English letter indicator must be used or not as if a grouping sign were not present. NOTE THAT THE CODE DOES NOT STATE OR IMPLY THAT MATERIAL OUTSIDE THE GROUPING SIGN HAS ANY IMPACT ON THE DECISION. Note, for instance, Example (5) on page 30. The letter indicator is required before the letter a - a is a single letter; this is not an enclosed list. The letter indicator is required. THERE IS NO CONDITION ON WHAT MAY OR MAY NOT HAVE PRECEDED THE OPENING PARENTHESIS. The letter indicator is required, as it would be were the parenthesis not present.

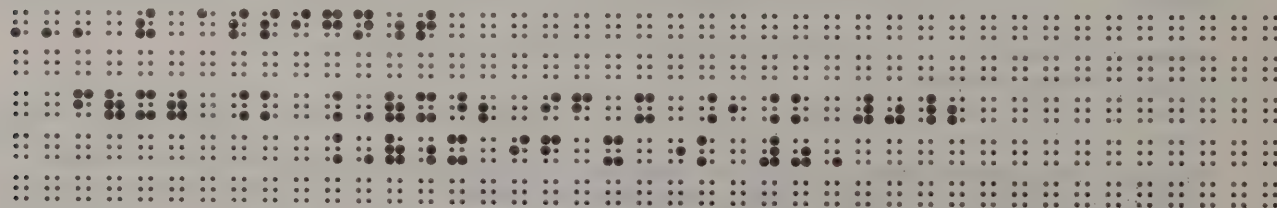
The same requirements exist in Examples (17) through (21) on page 31. The rule holds: In each case, there is a single letter in contact with only one grouping sign; we do not have an enclosed list; if the parentheses were not present, the English letter indicator would be required, and so it is required in these examples. Again, note that there is NO DEPENDENCE ON WHAT MAY OR MAY NOT PRECEDE OR FOLLOW THESE EXAMPLES. Make the decision based only on what is within the grouping signs.

Here is another example.

however, is defined by means of a single formula. For instance, the assignment

$$f(x) = \begin{cases} x^2 & \text{if } x \geq 0; \\ x & \text{if } x < 0, \end{cases}$$

We have an enlarged brace; x^2 is not a single letter, so the English letter indicator is not required. On the other hand, the x [second line] right next to the opening brace is a single letter; if the brace were not present, the English letter indicator would be required; therefore, the English letter indicator is required.¹ Here is the braille:



Another misinterpretation often combined with this one occurs in set notation. The two dots seen in set notation are A COLON and should be brailled as such. Here is an example.

infinite intervals, which have forms such as

$$[a, \infty) = \{x : x \geq a\},$$

On the left side of the = sign, the **a** does NOT require the English letter indicator, because it is a "member" of an enclosed list. On the right side of the = sign, the first **x** does require the English letter indicator, as the **x** is a single letter, and would require the English letter indicator were the opening brace not present. [The second **x** and the rightmost **a**, of course, do not require the English letter indicator as they are immediately followed/preceded by a sign of comparison.] Here is the braille—note also the correct use of the colon.²

Joyce Van Tuyl
CTEVH Braille Mathematics Specialist

¹Note this similar example from the Code:

$$y = \begin{cases} x, & \text{if } x \leq 0 \\ 0, & \text{if } x > 0. \end{cases}$$

From THE NEMETH BRAILLE CODE FOR MATHEMATICS AND SCIENCE NOTATION, 1972
REVISION [page 126]

² If the elements of a set S have a certain property, then we sometimes write $S = \{x: \text{property}\}$, where the property describing the arbitrary element x is stated in the space after the colon. For example, $\{x: x > 3\}$ represents the set of all real numbers greater than 3.

From FUNCTIONS AND GRAPHS, Fourth Edition, by Earl W. Swokowski, Prindle, Weber & Schmidt, copyright 1984

LARGE TYPE

As of May 1, Smith-Corona suspended production of its 18-point, 6 pitch machines. New machines have been re-designed to have a wheel/disc and only a few type styles will be produced and assembled (in Southeast Asia). From information I've received, it seems that Olympia and Facit have also given up production of large type machines. There are a few machines still at some typewriter shops. I found a Smith-Corona in San Bruno and two Olympias in the Carmel area while phoning around the state.

There are two bright spots: (1) California

Retyping Company, 2240 Colby Avenue, Los Angeles 90064, (213) 477-3960, is still adapting rebuilt IBM's with good 18-point, 6 pitch Bulletin type; (2) Royal/Adler, Olympia, Facit, Hermes, and Smith-Corona are all still making machines with good 10-pitch, 14 point type which is large and clear enough for many of our students and seniors.

I'm checking with the NBA Large Type chairman and American Foundation in New York to see if they know of any other sources of large type machines still in production.

Marian Wickham
CTEVH Large Type Specialist

THEORIES AND PRINCIPLES OF MAGNETIC RECORDING FOR PHYSICS-PHOBIA SUFFERERS

This quarter's recording specialist column will break away from practicality to delve into the essentially inapplicable subject of magnetic recording theory and principles. In the same way that an electrician doesn't necessarily switch on a light any better than you or I, an understanding of magnetic sound reproduction probably won't improve a transcriber's recording technique. For the benefit of overly inquisitive children in your home or neighborhood, though, and to satisfy each transcriber's unending quest for greater knowledge, the journey from sound to tape and back to sound again will be explained below.

Part I: The Recording Process

The Microphone: From Sound to Electrical Current

The microphone changes sound into electricity. First, sound waves travelling through the air hit the microphone's diaphragm (its receiving surface). These sound waves hit the diaphragm like ocean waves hitting a beach; the pressure on the diaphragm increases as a sound wave hits the surface, then decreases before the next wave arrives. These changes in pressure cause the diaphragm to vibrate. The vibrations are then transformed into electrical current by a variety of means, depending on the type of microphone used.

The "dynamic" type of microphone, commonly used for tape recording, employs magnetic energy to convert sound to electricity. A length of coiled wire is attached to the inside surface of the mike's diaphragm. This wire coil vibrates as the diaphragm vibrates. The other end of the coil is suspended between the north and south poles of a magnet. The movement of the coil between the poles of the magnet disturbs the magnetic field flowing around and through the magnet. Through some mysterious process which physicists are still arguing over, the force of the changes in the magnetic field creates an electrical charge. This electrical charge will flow through a wire wrapped around the mike magnet to travel on to the tape recorder.

The Recording Head: From Electrical Current to Stored Magnetic Energy

The recording head is an electromagnet. It is supplied with electrical current by the wire running from the mike. This wire is coiled around the top of the recording head. The recording head, which is actually a ring of metal with a small gap at its base, becomes magnetized only when current passes through the coiled wire. Like any magnet, this magnet has a north pole and a south pole, which are located on either side of the gap in the recording head. Each time the current in the wire changes direction, these poles switch places with each other and the entire magnetic field of the recording head is reversed (see Fig. 1). It is these alternating magnetic fields which will be stored on tape.

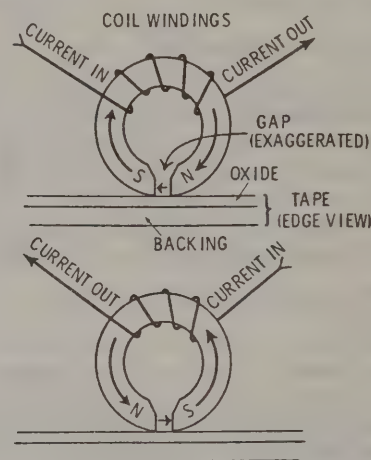


Fig. 1. Simplified electromagnetic recording head

The magnetic fields flow onto the tape across the gap in the recording head (see Fig. 2). As the tape moves beneath the recording head, it forms a bridge that links the poles on either side of the gap. The magnetic fields, which have a natural tendency to flow in a circle through the recording head, use the bridge to traverse the gap. As they cross the tape, their magnetic imprint is left on the iron-oxide coating of the tape. The iron-oxide tape, unlike the recording head whose magnetism can be electrically turned on and off, stores magnetic fields without the aid of sustained electric current. In this way, the magnetic imprints will remain indefinitely on the tape, and can be used again and again to reproduce sound during the playback process.

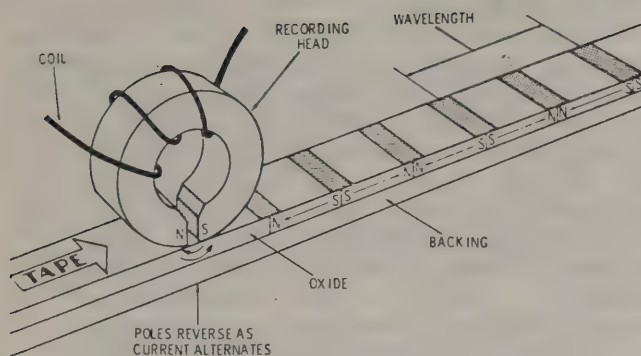


Fig. 2. Magnetic patterns are imprinted on the tape.

Part II: The Playback Process

The Playback Head: From Stored Magnetic Energy to Electrical Current

The playback head is the starting point of the trip from tape back to sound. To begin the journey, the playback head must convert the stored magnetic energy on the tape back into electrical current. The playback head is constructed like the recording head: a wire coil is wrapped around a ring of metal that has a small gap at its base. Unlike the recording head, the wire coil in the playback head produces no electrical current to magnetize the metal ring. Instead, the ring is magnetized by the stored magnetic fields on the tape as they pass by the gap in the metal ring. These magnetic fields are strung together in a line on the tape, with like poles touching each other: the north pole of one magnetic field touches the north pole of its neighboring magnetic field; in turn, the south pole of the second field is touching the south pole of the next magnetic field down the line, and on and on it goes in a long chain. (These fields correspond to the vibrations produced by the original sound that entered the mike.) When the magnetic poles of one of these fields comes into contact with either side of the gap in the metal ring, the entire ring becomes magnetized. When the next magnetic field on the tape moves beneath the gap in the ring, the poles in the magnetic ring creates an electrical current in the wire coil that is wrapped around the ring. Each time the magnetic poles in the ring are reversed in this fashion, the electrical current runs through the wire circuit in the opposite direction. This current can now be fed (after being enhanced by amplifying circuitry) into the loudspeaker where it is changed back into sound waves.

The Loud Speaker: From Electrical Current to Sound

The dynamic loudspeaker, which is the most commonly used type of speaker, acts as a mirror image of the dynamic microphone. Electrical current from the playback head flows into a magnet which reverses its poles each time the current changes directions. A wire coil between the poles vibrates as it is drawn first in one direction, then the other direction by the magnet. This coil is attached to a diaphragm which likewise starts to vibrate. The vibrations become sound waves (alternating increases and decreases in air pressure) on the opposite side of the diaphragm.

Isn't that simple? ...Are you kidding? Nothing's that simple, and that was complicated enough! Between mike and loudspeaker, there are also amplifiers, equalizers, and other equipment which are all crucial to the record/playback process. And what about the bias signal??? PHYSICS-PHOBIA ATTACK!!! I better quit while I'm ahead.

Leslie Burkhardt
CTEVH Recording Specialist

SACRAMENTO FILE

NEWS FROM CDHS

CDHS staff have accomplished a great many tasks during the summer months. A new Master Tape Library (MTL) catalog containing over 3500 titles has been completed. This catalog lists 108 new titles, over 1000 titles with older copyright dates have been dropped; however, the masters are still intact for duplication upon request. Catalogs have been mailed to schools and will be available to teachers for their opening sessions.

INSERVICE WORKSHOPS continue to be planned and conducted by CDHS staff. Two workshops which bear special recognition include one conducted by Dr. David Uslan on the use of microcomputers in special education presented to the top members of the Department and two one-week seminars entitled, "Optacon Teacher Training for Beginners," conducted by Martha McLaughlin, Training Supervisor, Telesensory Systems, Inc. These seminars were conducted in late August at San Francisco State University and the Braille Institute of America, Los Angeles. Two university unit credits were offered to teachers through San Francisco State.

APH REGISTRATION MATERIALS have been prepared and mailed to schools in early September. The task was completed early due to the help of three handicapped students assigned to CDHS through summer work programs: Jamie Eipper, deaf-blind, from the Sacramento Employment Training Agency; Mary Heneger, blind, from Self-Reliance Institute, Sacramento Society for the Blind; and Willis Funderbuck, blind, from Yolo County Manpower Agency.

Among the NEW ELEMENTARY TEXTBOOK ADOPTIONS IN THE SOCIAL SCIENCES, three series of textbooks and accompanying workbooks have been selected for distribution in braille and large type by the Curriculum Frameworks and Instructional Materials Selection Unit. These are: Allyn & Bacon (Follett) - 1983c; Silver Burdett - 1984c; Scott Foresman Social Studies - 1983c. These textbooks scheduled for distribution to schools in early September have been under production by the following organizations: Braille Transcriber's Guild of San Diego; Braille

Institute of America, Inc.; Peninsula Braille Transcriber's Guild, Inc.; Transcribing Mariners; Braille Services Guild, Inc.; Sixth District California P.T.A., Braille Transcription Project, North Branch; Braille Section/Community Rehabilitation Industries and Associated Lions Club; The Sequoia Transcribers; Pomona Valley Transcribers Guild; Ventura County Braille Association; Walnut Creek Transcribers; Sacramento Braille Transcribers Inc.; Monterey County Braille Transcribers, Inc. Nancy Chu, key coordinator of volunteer produced materials has worked industriously negotiating this activity with transcribers. By mid-August many of the titles in part as well as in their entirety had been received in the textbook warehouses ready for shipment to schools. Nancy and I extend our thanks as well as sincere appreciation on behalf of the students who will be privileged to use these many books transcribed by our dedicated volunteers.

CLEARINGHOUSE/REFERENCE CENTER is expected to have a greater deluge of requests for textbooks in special media at all grade levels after the opening of schools in September. We urge school personnel to use the forms B-10 in requesting the availability of textbooks in special media. This form facilitates and speeds up the process. We also suggest that if schools have questions about state adopted elementary textbooks which they have ordered but have not yet received they can contact this office; perhaps we can clarify and remedy some problems. Through the reference center we will be able to identify sources for other state adopted elementary textbooks not provided through the CFIMS unit as well as for the many titles which are locally adopted by high school boards of education.

SPECIAL EQUIPMENT SERVICE CONTRACTS need to be updated. Through the special equipment acquisition program authorized by the Legislature two years ago, and the careful planning of school systems, exciting new equipment has been provided to many of our schools for use by visually handicapped students. Because this equipment has been provided through state and federal funds, it remains legally the property of the state. However, as it has been assigned and scheduled for use within local schools, these school systems are charged with the responsibility of maintaining it in top operating order. CDHS

staff recognizes the cost to districts of negotiating service contracts and maintenance agreements with vendors. It is, however, critical that schools assume these costs in order to assure visually handicapped students of having appropriate specialized equipment to meet their curriculum and vocational needs. I welcome questions from school personnel on this matter. If you can not meet your financial commitments for equipment maintenance please contact me.

Fred L. Sinclair, Director
Clearinghouse Depository for Handicapped
Students

CAPITAL CORNER

Much interest is being generated in two bills expected to be considered for passage by the Legislature in August. These are SB 1901 (Watson) and SB 2181 (Torres). The Watson bill is titled "Early Prevention of School Failure Program." Through passage of this bill, it would be the intent of the Legislature to establish a network of demonstration LEAs, wherein early intervention for school success demonstration and training programs could serve as models to help other interested LEAs to replicate the programs. These model programs would provide for a system for the early identification of developmental deficiencies in elementary school pupils and the development and implementation of appropriately instructional programs and services to reduce the frequency and severity of learning disabilities for these pupils in later grades.

The focus of SB 2181 (Torres) is to recruit "drop-outs" (students leaving secondary schools prior to completing the high school graduation requirements). Through the utilization of "education clinics" to be established in communities by either public or private funding, alternative programs would be offered for these individuals with accountability criteria tied to the funding.

While neither of these bills is primarily focused on special education, a real potential exists, through their implementation, for improving services to those individuals who are not succeeding in the regular public school programs and who may be improperly placed in special education programs. Amendments are anticipated.

The State Department of Education is currently finalizing, for publication, the 1984-85 mission statements, goals and objectives for each division. No release date has yet been announced. The Special Needs Division has submitted a group of objectives.

The Special Needs Division is currently considering contracting for a proposed "Longitudinal Study of the Impact of Early Intervention" with preschool age children who show assessed indications of developmental delays, which may be expected to interfere with their success in school learning environments.

Several other preliminary proposals for field-initiated studies related to various special education topics are now under consideration in the Special Needs Division. Those chosen for implementation will be announced in the near future.

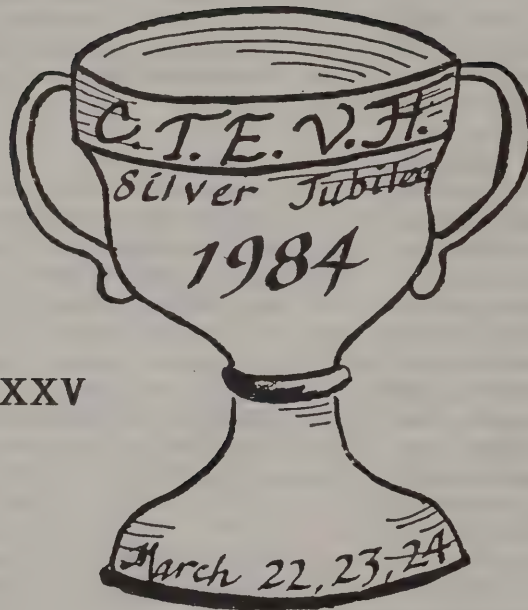
AB 3632, the bill which would mandate state-level interagency responsibilities for providing services to handicapped children and which is supported by the State Department of Education, passed the Assembly on June 14 by a vote of 68 to 0. The bill was scheduled for a hearing before the Senate Education Committee on June 27, but the hearing was cancelled by the bill's author (W. Brown). It is presumed that a hearing may be rescheduled in early August.

Staff, Office of Special Education
California State Dept. of Education

[Ed. Note: Dr. Eunice Cox, who has been contributing this column for some time, has accepted an assignment for the Dept. of Defense Overseas Schools in Stuttgart, West Germany. Her role will be to supervise the implementation of PL 94-142 in those schools.]

CONFERENCE

REPORTS



CONFERENCE XXV

SAN DIEGO

△ △ △ FROM TABOOS TO TECHNOLOGIES △ △ △

COMMENTS ON THE STATE GUIDELINES FOR INSTRUCTION AND SERVICES TO INDIVIDUALS WITH EXCEPTIONAL NEEDS RESULTING FROM A VISUAL IMPAIRMENT, Saturday, March 24, 1984, CTEVH Conference XXV

Good Morning. It is certainly a pleasure to be here with all of you. I have enjoyed your weather and beautiful city. Even more, I have enjoyed the opportunity to meet and get to know many of you and to be a part of your Silver Jubilee Conference. Thank you for inviting me. It is a particular honor to be here with you, not only to comment on the Guidelines, but, also because I have a great deal of respect for CTEVH. Your organization has a fine national reputation, one that is well earned and deserved.

This morning you honored, and well deservedly so, Mr. Bernard Krebs. In accepting his awards, he stated that he frequently refers to the state of California and to CTEVH as examples when citing quality programs and services for the blind and visually impaired children. The new state Guidelines are clearly a tangible example of such determination and effort. I must congratulate you all on their quality.

I would like to comment, generally, about the Guidelines. They are well organized and developed. They are indeed thorough. I can honestly say that when I searched for omissions, and I truly did so, I found only one topic which I believe should be added. The omission is that of an explanation of advocacy and the advocacy role we all must play to insure the delivery of quality services to blind and visually impaired children. In discussing this with Jack [Hazekamp], I have come to realize the term advocacy has a somewhat different connotation in the state of California than it may have in other parts of the country. I do, however, still believe that inclusion of the concept, if not the word, should be incorporated into the manuscript.

A particular strength of the Guidelines is that they are indeed readable. They are appropriate for teachers of the visually impaired, special education teachers, classroom teachers, special subject teachers, parents, ancillary staff, transcribers, administrators, and anyone else who may be involved in providing educational services to blind and visually impaired children. The Guidelines should prove to be particularly helpful to parents, new teachers, supervisors, and administrators of programs who do not

have background in education of the blind and visually impaired children. They should prove to be helpful for anyone interested in the quality of education for visually impaired children and for those who wish to serve as advocates for appropriate services.

This morning your immediate past president Mrs. Morris referred to the scroll, which she passed down to your new president Mr. Dodge, and said that she kept it within view and reach during her term of office. I suggest to you that anyone involved in the educational process of blind and visually impaired students in the state of California do the same with the Guidelines. Those individuals who provide instructional and administrative services to such students should refer to them regularly and find them of immeasurable value.

When Jack shared the Guidelines with me, I promptly wrote to many states across the country requesting that they share with me anything that they might have that would be of a similar nature. Many states responded by sending me copies of their "guidelines". I would like to share with you some specific aspects of the California Guidelines which make them unique when compared to other "similar" state efforts.

- o The first component which makes the California Guidelines unique is that they address the need to develop students' study skills. The development of study skills is a curriculum area which is frequently overlooked, not only in other state guidelines, but in actual practice. I applaud you for having recognized the importance of these activities.
- o The second component which makes your Guidelines unique is the direct reference to the need to address affective education. The development of our students' self-esteem cannot be overlooked.
- o Third, the listing of individuals involved with the education of blind and visually impaired, and the descriptions of their

roles and responsibilities is thorough and concise. The California Guidelines include a description of the role and responsibilities of many more individuals than most state guidelines.

- o Fourth, the self-review guide component of your Guidelines is exceptional in its completeness and usability. It is evident that this section was a great deal of work. I would strongly suggest that it be used routinely and that this section be evaluated periodically and carefully to be sure that it serves those using it as best it possibly can.

Although there are many things about your Guidelines that make them unique, there are two factors which make them special. The first is that they are child-centered. It is evident throughout the Guidelines that blind and visually impaired children were of greatest concern to the writers' and that the provision of quality models was foremost in the writers' minds. I applaud you for this. The second aspect of the Guidelines which truly make them special are the people who were involved in their writing. The Guidelines demonstrate the time, effort, talent, knowledge, and concern of many individuals. They are clearly a work of which you should be proud.

I would now like to make some suggestions in regard to the Guidelines. The first suggestion is to cease the editing process and publish. Since working at the American Foundation for the Blind, I have had the opportunity and the privilege to have regular contact with Mary Ellen Mulholland, the Director of the Information Services Publications Department. Ms. Mulholland has frequently said that when writing, it is easy for one to continue the editing process indefinitely, but there comes a time when one must stop editing and publish. I suggest to you that the time to publish the Guidelines is now. There is a need for the implementation of quality guidelines across the nation. Some states are struggling through a similar process, others are considering the process, and still other states have not even considered the process. I would suggest to you that you publish the Guidelines, that you disseminate them throughout California, and that you make your Guidelines available to those who are concerned with the education of blind and visually impaired children. I suggest

to you that it become a routine procedure to share a copy of your Guidelines with every parent who has a blind or visually impaired child, with every teacher of blind and visually impaired children, with every supervisor of a vision program, with regular and special education teachers, with transcribers, with anyone who is directly or indirectly involved in the educational process of blind and visually impaired children. I would further suggest to you that you make your Guidelines available to anyone within and without the state of California as they may request them. I would hope, also, that you consider the writing of an article for publication in one of the journals in the field of blindness which describes the Guidelines' development from inception to dissemination.

I have been asked, if time permitted, to share with you some of the exciting things that are going on at the American Foundation for the Blind. However, I realize that I have already exceeded the time allotted to me for my reaction to the Guidelines. I would, nevertheless, like to say that I and the staff from AFB are available to you. Mrs. Eileen Hancock, your Regional Consultant and I will be happy to share any information that you may wish to have about the American Foundation for the Blind. I have been the National Consultant in Education with the American Foundation for the Blind for a short period of time and one of the most important aspects of my job is to learn about the needs, as well as existing programs and services, of blind and visually impaired children and youth and the people who serve them. Therefore, I need to hear from you. Please share with me, as well as any of the other National and Regional Consultants or other appropriate AFB staff, concerns which you think we should be aware of, or areas of need in which you think we may be of help.

I feel honored to have been a part of the 25th Jubilee Celebration of CTEVH. I hope that I will be here again with you before your Golden Anniversary.

My final words in parting are, PUBLISH AND DISSEMINATE.

Kathleen Mary Huebner, Ph.D.
National Consultant in Education for the
American Foundation for the Blind

WORKSHOP REPORTS

REPORTS FROM CONFERENCE XXV (SAN DIEGO, 1984)

(Workshops Nos. 107, 211, 303, 401, 403, 408, 509 are reported here. Others will be reported in subsequent issues.)

A MOTIVATIONAL MODEL FOR STUDENT INDEPENDENCE, Workshop #107

(Leader: Dr. Robert D. Oberlander; Panelists: Dr. Jacqueline Shahzadi, Director of Student Training, Ms. Sara Ingber, Youth Director, Braille Institute of America)

The problem encountered in independence training is to motivate students toward learning. Three factors were isolated that must be present for motivation to exist. These factors are: 1) The student must want something, and want it strongly enough to get it; 2) The student must have a way of getting it; and 3) Student must believe that reward will follow effort.

Dr. Oberlander outlined the DeCharms model of motivation. The model describes "pawns" and "origins", where pawns are weak and powerless and origins are strong, independent, and masters of their own fate. Often new students are like these pawns. They feel some or all of the following characteristics: depressed, discouraged, negative, helpless, dependent passive/aggressive. The goal is to move these people along the continuum toward the origin position.

In order to move people along this continuum, one needs to know what inner drives will push a person toward success. Three drives that commonly lead to personal power, existing alone or in combination in people, are: 1) the need for achievement; 2) the need for affiliation; and 3) the need for dominance. One of the first things the Braille Institute staff does is to assess these needs and try to instill a need for more.

The major contact between students and staff at Braille Institute occurs in the classroom setting. In order to maximize the learning experience to encourage independence, it is critical that the teacher relate to students on several levels, i.e., 1) Concrete Experience; 2) Observation/Reflection; 3) Abstract Conceptualization; and 4) Active Experimentation. Of these methods, concrete experience and active experimentation are the most common

ways in which students learn. Because each student learns in a different way, it is important that the instructor teach to all four styles in his/her presentation of information.

Participants were given a copy of the Braille Institute student proficiency guide, and a question and answer session ensued concerning the programs at Braille Institute. The age group attending the day classes are adults over 18 years of age; youth groups meet after school and on weekends for recreational activities. (There are no residential facilities at Braille Institute.) Some students eventually become volunteer instructors.

The second speaker, Dr. Jacqueline Shahzadi, spoke on ways of increasing student motivation. She felt that no one is ever really unmotivated. Some general motivators are discovered when the following questions are answered: 1) What do students want to get? 2) What do students want to be? and 3) What do students want to do?

Often motivation depends on the interaction between teacher and student. Generally a warm and patient teaching style where the instructor takes a personal interest in students tends to produce more creative products. An idiosyncratic personality tends to have a neutral or negative effect on most students. A flexible teacher, one capable of diagnosing situations and acting upon them tends to be a better motivator. Teachers with an autocratic focus, that is, a structured format that doesn't change, will work better with students who require a high degree of order. The instructor with a democratic, or student-centered focus, will appeal more to the self-confident student.

Student characteristics can affect their degree

of motivation. A student with an anxious personality needs more structure, while a secure student can operate on less structure. All students need some degree of praise, but there is a danger in the overuse of praise. Reactions to success and failure are different depending on the student. Learning style, as noted earlier, is important to note, especially in formerly visual learners who need to adapt their learning styles to accommodate visual loss.

Dr. Shahzadi listed several teaching techniques to increase a student's motivation. Among these were: distributing practice and rest periods, rather than long units of presentation without breaks; overlearning, which is continuing to practice skills beyond the point where the task was done perfectly once; knowledge of results, so student knows where he was successful and where more practice was needed; repetition of material in another format; whole versus part learning, meaning that it is better to present small parts so students are not so overwhelmed; divergent versus convergent questions, where the instructor asks more thinking questions to motivate students; and to relate the content to independence or personal goals to make the learning experience more meaningful.

During the question and answer session that ensued, further help was requested for the dependent, passive student. It was explained that students maintain close contact with the student advisor. The advisor often makes

referrals with outside sources if additional help is needed.

The final speaker was Ms. Sara Ingber, who spoke on the Braille Institute Youth Center activities. She explained that because of mainstreaming, visually impaired children and youth attend public schools for educational activities and Braille Institute after school and on weekends for recreational and social activities. The goal of the Youth Center is to prepare students for life's challenges, through the elevation of the student's self worth and instilling the student's belief in making something of himself.

Ms. Ingber outlined the philosophies of the Youth Center program. The philosophies included assumption of responsibility for oneself as well as the opportunity to live cooperatively with others, to choose from alternatives, to develop one's skills in the career development workshop, and to pursue an active role in the community through volunteer work experiences.

A filmstrip on the Youth Center's activities followed, showing a wide variety of recreational activities, summer camp, and career development program.

A question and answer session followed, with most questions requesting more information on summer activities and examples of games blind children can play with sighted peers in public school settings. Some suggested games were parachute play, beep balls, and stilts made with cans.

FOCUS IN MATHEMATICS, Workshop 211

(Leader: Frank Franks, Research Scientist, American Printing House for the Blind; Panelists: Elaine Spector, Resource Teacher, Visually Impaired, San Diego Unified School District, Carolyn Claverie-Gunther, Teacher, Visually Impaired, San Diego Unified School District)

The workshop was conducted to introduce the FOCUS IN MATHEMATICS program to educators and to get their suggestions for the additional sessions to be held across the country. Each workshop was divided into four parts: (a) an introduction to the program, (b) demonstrations of some of the materials in use by Elaine and Carolyn, (c) hands-on participation, and (d) follow-up discussion and interaction among participants. The introduction discussed the three ways in which teachers have used the program with blind students.

1. Assessment. The materials were designed to identify deficits in knowledge of fundamental operations and concepts which underlie performance, mastery, and comprehension of basic operations and skills. Teachers utilize the identification of concept deficits and splinter skills to provide focus for instruction in fundamental mathematics.
2. Diagnosis and prescription. The sequential and systematic progression of activities in small, easily assimilated steps enhances

the application of diagnostic/prescriptive techniques in the early grades where appropriate curriculum materials do not exist for young visually impaired students. Teachers diagnose deficits and prescribe, or write, activities to teach the concepts of skills where students demonstrate weaknesses.

3. Remediation. The tractability of the program enables the teacher to develop intervention strategies for remediating cognitive deficiencies and partial knowledge of fundamental concepts and skills. Teachers can extend use of the sequence with older students to put these concepts and skills into a fundamental mathematics perspective and to establish a content base for further mathematics instruction.

Participants were asked which activity was most helpful in achieving the overall workshop

objective of making teachers more comfortable in using the program. Their unanimous response was the hands-on participation. In response to the question regarding the portion of the workshop with which they wished to spend more time, teachers responded overwhelmingly again for more time with hands-on activities.

They responded that instructions for using the program were clear and that the hands-on participation gave them a "feel" for using the materials. They were unanimous also in their responses that the program appears to allow flexibility for use with a broad range of students and/or to meet supplementary needs in assessment, diagnosis and prescription, and remediation.

Participants like the small group sessions, the interaction with other teachers, and the opportunities to ask questions and make comments.

APH/CDHS UPDATE, Workshop #303

(Leader: Carl W. Lappin, Textbook Consultant, APH; Panelists: Fred L. Sinclair, CDHS; Dr. Mary Loken, Director of Special Education, Springfield, Ill.; Alice Post, Manager, Services for the Visually Impaired, Springfield, Ill.; June Morris, Director of Educational Research, APH)

Carl Lappin called the workshop session to order when he introduced the members of his panel. The first member to be introduced was Fred L. Sinclair, Director of the Clearinghouse Depository for Handicapped Students, California State Department of Education.

Fred Sinclair spoke of the role and function of CDHS. He indicated that there needs to be and is a very close interrelationship between CDHS and The American Printing House for the Blind. Among the many tasks that CDHS performs are: maintain records of all items purchased with state funds, act as a warehouse for less used items, facilitate transfer of items between the various schools and/or districts, assist with the production of new materials, produce the list of California Transcribers, identify and contract with groups who can and will do low-bid contract work in the production of materials. The APH Quota Program, which CDHS administers, amounts to approximately a half million dollars annually. Each of the schools has an individual account generated by the per capita allowance for all legally blind students registered in the

school system. The main purpose of the individual account system is to ensure a more equitable distribution of funds and generate greater involvement at the local level allowing the teacher as well as the transcriber an important input when ordering materials. Items in anticipation of need are ordered in advance by CDHS from APH, includes for example, Perkins Braille, Light Boxes, etc. The reason for this is to ensure a supply of such equipment which allows CDHS to get the material to local schools in as speedy a manner as possible. Fred closed by stating that the system works because everyone involved, transcribers, teachers, and administrators make it work.

The next panelist to speak was Dr. Mary Loken, Administrator of the I.M.C. Program—The Illinois equivalent of the CDHS. "We have a one-of-a-kind Program," she stated. The Illinois Program does not operate out of the State Department of Education, but is based at Springfield School District No. 186. A public school acts as the depository. Illinois has no state adopted textbooks, and there are 1036 school districts in the state; this really keeps the full-time staff of six busy. Regional

Programs order their materials on color-coded forms; one color is used for large print, another for braille, and yet another for equipment orders. Processing of the orders is done by Alice Post, Manager of the Program. Dr. Loken closed by stating that she believed special educators must share materials and expertise. "We cannot afford to be turfing," she concluded. "Open up your relationships with other special educators." Alice Post augmented Dr. Loken's presentation by supplying specific details concerning the Illinois Program.

The next panelist to speak was June Morris, Director of Educational Research for APH. Her topic was newer Educational Aids available from APH, within the last year and a half. The first educational aid she mentioned was the Light Box—recommended for all ages, with a selling price of \$331.70. This aid is meant for use primarily by individuals who are visually functioning at a low level; it is designed to facilitate development of basic visual skills. Other new products described were the Metric Measurement Program, the 30cm. Flexible Ruler (being flexible allows for measuring around curves), the Tactile Meter Stick (soon to be available), Tangible Graphs Program (a carefully sequenced Instructional Program which allows students to construct, read and interpret graphs of all kinds), Cassette Programs to accompany Maps of the Continents, Year Books for the World Book Encyclopedia, The Concise Heritage Dictionary in recorded form available for

\$82.54 on 55 cassettes, and Bright Lights which utilizes black light to stimulate visual functioning in students who previously have not responded to anything visually.

Carl Lappin concluded the session by stating that the APH Central Catalog is going through its second run and letters concerning it would probably be going out in May. He mentioned a series of new texts which will be available from APH for next school year. These titles will be distributed through an APH Supplement. APH is adding ten new library books to its list annually, five high school and five middle school or lower.

During the question and answer period, the question was raised as to what SpecialNet is. SpecialNet was developed by the National Association of Directors of Special Education; it utilizes a computer and a phone modem. When districts need materials they can access the "Vision Board" and list the material they need. The announcement will remain on the Board from four to five days. Other districts will then access the Board and if they have the material, will make it available. It was pointed out that this was a convenient and inexpensive way to contact and receive a one day response from APH. APH reads the Board between 6:30-7:00 A.M. daily.

The meeting was concluded and Carl Lappin thanked all present.

ORIENTATION AND MOBILITY FOR VERY YOUNG VISUALLY IMPAIRED AND BLIND CHILDREN, Workshop #401

(Leader: Berdell Wurzbarger, Professor, Special Education, San Francisco State University; Panelists: Kay Clarke, Foundation for the Junior Blind, Los Angeles; Joan Davies, VH and O&M Teacher, San Diego Unif. School Dist.)

KAY CLARKE: THE FIRST STEPS TOWARD INDEPENDENT TRAVEL

The Infant-Family Program was started in September 1983 due to the foresight and leadership of Dr. Robert Rosenberg. The program, based at the Foundation for the Junior Blind is one of three home-based programs in Los Angeles County.

The population served by the Infant-Family Program is babies and young children (ages birth to three years) who are visually impaired, totally blind, or multihandicapped blind (which might include cerebral palsy, Downs syndrome,

or brain damaged). The families of these children need support and guidance and this is an important function of my job. There is a great variety of socio-economic and cultural groups in Los Angeles County and this diversity makes my job more difficult, but at the same time, more interesting.

Many of the families participate in both the center-based program and the home-centered activities.

Visits

The family and the child are visited weekly

or bi-weekly. The visits are an hour to an hour and a half in length and I always leave ideas with the family concerning activities for their child.

Staffing

Coordinator—Child development as well as orientation and mobility background.

Infant Specialist—severely handicapped background. Caseload—twenty-five families.

Nature of the Program

The program is a team effort in the broadest terms. The team includes: A) The Parents, B) Physical Therapist, C) Ophthalmologist, D) Medical Personnel, E) Speech Pathologist, F) Social Worker, and G) Counselors.

One of the main purposes of the program is to coach the parents in techniques to use with children. Another purpose is to answer questions and listen to the concerns of the parents about their child and their family.

Orientation and Mobility

Many of the orientation and mobility instructors who started their careers when the field was new and even some recent graduates view orientation and mobility simply as the art of cane travel. This view is now being changed radically as previously unserved populations are being taught orientation and mobility skills. At one time, infant, preschool, and early elementary children were seldom served, nor were multihandicapped blind or older people.

The contradiction between the traditional view and capabilities of the infant/preschooler has lent itself to humor. Shortly after I began my job, a friend presented me with a short cane to use with toddlers and my supervisor, at Christmas, gave me a mini cane to use with my infants.

The above incidents illustrate a popular misconception that mobility begins with a cane. Misconceptions like this have contributed to the lack of involvement of orientation and mobility people with young children.

There are other reasons, of course, why orientation and mobility instruction has been

so slow to filter down to the infant and very young preschool visually impaired. One reason is that there is no mandate for service to this group. Also, very few orientation and mobility instructors have a background in child development. A third reason is that materials relating to orientation and mobility for parents and visually impaired infants are scarce and hard to locate.

What Can Be Done: The Role of the Orientation and Mobility Specialist

A) Be an advocate for early childhood services.

1. Inform and educate general public

2. Inform and educate other school personnel

3. Inform and educate legislators

B) Serve as consultants to early childhood special education teachers.

C) Be good parent educators.

1. Let parents know about orientation and mobility and what their roles are in this process.

2. Encourage them to ask for early orientation and mobility services.

3. Teach parents basic sighted guide techniques.

4. Encourage parents to get their children out to explore the environment in which they live.

D) Help provide direct services

MOBILITY FOR THE VERY YOUNG

Joan Davies described her role as orientation and mobility instructor for the very young visually impaired in San Diego, emphasizing the necessity for a team approach to orientation and mobility.

The following are the steps taken when a visually impaired child enters the San Diego program.

1. Referral

2. Review of records

3. Observation of student by orientation and mobility instructor for pre-assessment

4. Formal assessment

5. Consultation with other members of the staff

6. IEP process

7. Hands on consultation with teachers and teachers' aides

8. Readjustment of curriculum

Joan then had a slide presentation of 115 slides, plus 42 title slides. The slide show carried through on the eight points mentioned above. Some of the activities that Joan showed in the slides were dark room activities.

Another item of interest which was described by Joan was an Electrical Leisure Activities Program developed by Douglas McIntosh, a teacher of the severely handicapped in San Diego city schools.

CONCLUSION

In conclusion, I think Kay Clarke and Joan Davies made it clear to all of us in the field of education of the visually impaired in general and orientation and mobility in particular that we must get our respective acts together. There is a need to get to each visually impaired child and family as soon as possible to work with them and others in a team effort to make sure the formative years are as fruitful for the visually impaired child as they are for the normally-seeing child.

OPHTHALMIC DISORDERS INDUCING VISUAL HANDICAPS, Workshop #403

(Leader: Dr. David G. Martin, Pediatric Ophthalmologist, San Diego; Panelist: Dr. Paul Tornambe, Vitreo-Retinal Specialist, Poway; Reporter: Jeane Wilson, Itinerant Teacher of the Visually Impaired, Santee Unif. School Dist.)

Dr. Paul Tornambe, Vitreo-Retinal Specialist, began with a slide presentation and discussion of the structure of the eye and diseases. Diseases (that affect the eye) discussed by Dr. Tornambe were toxoplasmosis, leukemia, chorioretinitis, retinitis pigmentosa, retrolental fibroplasia, and diabetes. Retinal detachments and new surgical procedures were also discussed.

Dr. Tornambe stressed the importance of yearly ophthalmological examinations for diabetics (diabetes diagnosed for ten years). Laser photocoagulation is used to repair the damaged blood vessels. According to Dr. Tornambe, early detection of diabetes can decrease the chance of blindness by 90%.

Dr. David Martin, Pediatric Ophthalmologist, used slides in his presentation of infant eye development and treatment of structural damages to the eye.

Dr. Martin discussed the points involved in examining an infant: pupil reflexes, vestibular ocular reflex, motor ability to move eyes, clear media, retina, and optic nerve.

The age an infant acquires specific visual skills was also discussed (i.e., transient attention—two weeks; fixation reflex—five to six weeks; smooth pursuit—four months, etc.). Central Steady Maintain (CSM) is a measurement that pediatric ophthalmologists use for evaluation. Observation, finger puppets, stuffed animals, and parent participation all are parts of the pediatric ophthalmic examination.

The two most common types of cataracts, posterior hypoplastic vitreous (PHPV) and posterior lenticonia (PLC) and treatment were discussed. Serious cataracts should be removed during the first six months. Once the cataract is removed, the refractive error can then be treated.

BEHAVIOR MANAGEMENT STRATEGIES, Workshop #408

(Leader: Holly Shepard, Teacher of Severely Handicapped Individuals, San Diego (substituting for Dr. Ian Pumpian).)

Dr. Ian Pumpian, who was scheduled to lead this workshop, was unable to appear. Holly Shepard, a teacher of severely handicapped students in San Diego, presented slides and overheads on strategies for developing behavior management programs.

The strategies discussed were:

1. Define the behavior
2. Identify antecedents
3. Identify consequences
4. Instructional cues and correction procedures
6. Examples

A VIEW FROM THE OTHER SIDE OF THE TABLE—PARENTS, Workshop #509

(Leader: Bob Bendtzen, CAPVI Vice-President; Panelists: Julian Stotland, CAPVI; Sharon Bendtzen, CAPVI; Patrick and Patti Glennan, CAPVI Treasurers; Anna Del Castillo, CAPVI Membership Chairperson; Maria Rodriguez, CAPVI Peer Support Chairperson; Judi Stotland, CAPVI President.)

The format for our program was taken from a previous panel discussion put on by our Northern California contingent. Basic differences noted were that the earlier panel attendance was rather low, so interaction among panel members and audience members was negligible. Our panel discussion was very well attended and consequently led to a great deal of discussion among panel members, teachers, administrators, and parents in our audience.

We began by introducing NAPVI (National Association of Parents of Visually Impaired) and CAPVI (California Association of Parents of Visually Impaired), then polling the audience for the numbers of parents, teachers, and others in attendance. We then asked teachers how they see most parents—as Combative, Obstructionist, Helpless (don't know what to ask for), Effective Partner in IEP Process, or other.

The panel discussion consisted of a series of

questions asked by myself as moderator to the members of our panel, with opportunities for our audience to participate as well. The questions were related to the "emotional baggage" we, as parents, bring to an IEP meeting. The questions brought an overwhelming response from those in attendance, with both parents and teachers realizing the importance of issues not previously discussed with each other. Great strides were made in coming to a better understanding of the other's position. Three or four blind adults in attendance added comments about their own "growing up" experiences, increasing our knowledge about what to expect or change.

There were only nine questions, but the response was so great to each question that our time ran out before we even completed the questions! Although we did not specifically discuss the IEP process, as seen from our side of the table, we all felt we had covered every aspect of the IEP in our panel questions.

EXECUTIVE BOARD 1984-85

President: **ROBERT DODGE** 65 Linaria Way, Menlo Park 94025
Vice-President: **JANE CORCORAN** 400 Old La Honda Rd., Woodside 94062
Secretary: **LYNNE LANEY-MILO** P.O. Box 995, Georgetown 95634
Treasurer: **DONNA COFFEE** 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS	152 Hamilton Ct., Los Altos 94022
C. ROBERT CALHOUN	6404 Linda Vista Rd., San Diego 92111
BOB ELFORD	4097 39th Ave., Oakland 94619
JIM FISHER	760 E. Robinwood, Fresno 93710
LIL GARDNER	7046 Park Manor Ave., North Hollywood 91605
ROSE KELBER	538 W. El Morado Ct., Ontario 91762
JOAN S. LEVY	339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON	3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON	114 Peony Ct., Fremont 94538
MARIAN WICKHAM	1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE	2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR	(ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR	(ex officio) 721 Capitol Mall, Sacramento 95814
LEAH MORRIS	(ex officio) 3928 Sunny Oak Rd., Sherman Oaks 91403

CTEVH SPECIALISTS

BRAILLE

Literary:	NORMA L. SCHECTER	(714) 536-9666
	8432 Northport Dr., Huntington Beach 92646	
	ELIZABETH SCHRIEFER	(916) 486-9242
	751 El Encino Ave., Sacramento 95825	
Mathematics:	LEAH MORRIS	(213) 274-3443
	3928 Sunny Oak Road, Sherman Oaks 91403	
	JOYCE VAN TUYL	(415) 962-9494
	854 Jordan Ave., Apt. E., Los Altos 94022	
Music:	ELINOR SAVAGE	(619) 328-8003
	350 Andora Way, Cathedral City 92234	
Tactile Illustration:	JANE CORCORAN	(415) 851-2122
	400 Old La Honda Rd., Woodside 94062	
Textbook Format (H.S. & over) and Foreign Lang.	ELIZABETH C. SMITH	(415) 592-4982
	1920 Notre Dame Ave., Belmont 94002	
Textbook Format (Kindergarten & 8th Gr.)	BILLIE ANNA ZIEKE	(714) 776-6754
	2115 W. Judith Lane, Anaheim 92804	

LARGE TYPE AND ENLARGED DRAWING

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015

RECORDING

LESLIE BURKHARDT (213) 663-1111
Braille Institute
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Historian: DONNA COFFEE

LIFE MEMBERS

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood
Russell M. Kirby

Rose Kelber
Bernard M. Krebs
Bettye M. Krolick
Mabelle McMahon
Leah Morris
Miriam Nelson
Evelyn Olgiati
Lila Queen
Barbara Blatt Rubin

Norma L. Schechter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Fred L. Sinclair
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN & KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues \$8.00: New ☐ Renewal ☐ Life Membership (\$150) ☐ . Check payable to CTEVH.

Katie N. Sibert Memorial Scholarship fund ☐ \$ _____

NAME _____

ADDRESS _____

(street)

(city)

(state)

(zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____.

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVENUE
LOS ANGELES, CA 90029

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

PG BARY MAIL RICHMOND
10 W 14TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

**SPRING
1985**

**C
O
N
F
E
R
E
N
C
E

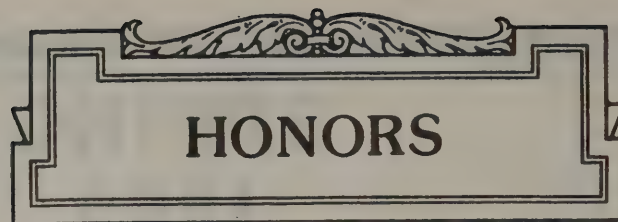
XXVI**



**THE
CALIFORNIA
TRANSCRIBER**



The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

N. J. ARMSTRONG, Santa Barbara
MARY GRAF, Sacramento Braille Transcribers
GEORGIA M. HARRIS, Rowland Heights
RUTH KOLOSKI, Walnut Creek
MARJORIE A. KROPP, Ross
MARION MCARTHUR, Sixth Dist., California PTA
Braille Transcription Project, San Jose
JANE C. MCCracken, Galt
SUSAN C. REILLY, San Diego

MATHEMATICS BRAILLE

ELINOR SAVAGE, Cathedral City

SPECIAL RECOGNITION

LEE PRIEGNITZ, Braille Transcribers, Sacramento North Area.
15 year certificate, NBA Continuing Service Award

SYLVIA PAULL, Laguna Hills Transcribers.
"Outstanding Service Award" in recognition of being the
most productive transcriber.
SYLVIA PAULL
HANDLES THEM ALL.
MUSIC OR MATH?
BOTH IN HER PATH.
SCIENCE OR GERMAN,
POEM OR SERMON?
THROUGH THEM SHE SAILS,
LEAVING DOT TRAILS:
AND ALL SHE ASKS
AS REWARD FOR THESE TASKS,
IS MORE BRAILLE
TO BRAILLE. (Marj Bregar)

DAPHNE KESTER, Sacramento Braille Transcribers
Honorary Associate Membership from the National Boards
of the Presbyterian Church for her outstanding community
and church service.



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

SPRING 1985

VOLUME XXIX, NO. 1

INSIDE STORY

PRESIDENT'S MESSAGE	ROBERT DODGE	3
CERTIFICATE OF APPRECIATION : BERNARD M. KREBS	CATHY ROTHHAUPT	3
NOMINATION FOR BOARD		4
KATIE N. SIBERT SCHOLARSHIP TO BE ANNOUNCED		4
CTEVH CAMP	AIKIN CONNOR	5
ENCHANTED HILLS		6

GENERALLY SPEAKING

NORTHERN NEVADA BRAILLE TRANSCRIBERS	LOIS BASKERVILLE	7
JUMBO BRAILLE PRIMER—FREE		7
POSITIONS OPEN AT CSB		7

SACRAMENTO FILE

NEWS FROM CDHS		8
----------------	--	---

NEWS FROM GROUPS

GROUP ACTIVITIES		10
NEW OFFICERS/ADDRESSES		11
TRANSCRIBING CLASSES		12
INTERESTING TRANSCRIPTIONS		13
HELP! MISSING BRAILLE		14

FOREIGN AFFAIRS

A VISIT WITH ONE OF OUR BRITISH COLLEAGUES	NORMA L. SCHECTER	15
M/S. BAFACO LIBRARY		17
FOREIGN MEMBERS REACTIVATED		18

CONFERENCE XXVI

CONFERENCE PRESENTERS

PANEL	19
JANE O'CONNOR	20
JUDI STOTLAND	21
BRUCE HARRELL	21
SENATOR MILTON MARKS	22

OUR SPECIALISTS SAY

COMPUTER ASSISTED BRAILLE	23
IBM PC BRAILLING	23
DECISIONS, DECISIONS	23
GO WITH THE FLOW: VERBAL	
DESCRIPTIONS OF FLOWCHARTS	24
MORE ON <u>TO EMBOSS OR</u>	
<u>NOT TO EMBOSS</u>	27
PRELIMINARY PAGES IN TEXTBOOK	
FORMAT	29
LARGE TYPE	31
"TRIVIA"	31
LITERARY BRAILLE:	
MORE CRAFTY SUGGESTIONS	33

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: LINDA GARTON

BRAILLE TRANSCRIPTION: DORIS PONTAC

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

EDITORIAL BOARD: BARBARA BLATT RUBIN, BETTY SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1985 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR
CTEVH PUBLICATIONS
721 CAPITOL MALL
SACRAMENTO, CA 95814



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

SPRING 1985

VOLUME XXIX, NO. 1

INSIDE STORY

PRESIDENT'S MESSAGE	ROBERT DODGE	3
CERTIFICATE OF APPRECIATION : BERNARD M. KREBS	CATHY ROTHHAUPT	3
NOMINATION FOR BOARD		4
KATIE N. SIBERT SCHOLARSHIP TO BE ANNOUNCED		4
CTEVH CAMP	AIKIN CONNOR	5
ENCHANTED HILLS		6

GENERALLY SPEAKING

NORTHERN NEVADA BRAILLE TRANSCRIBERS	LOIS BASKERVILLE	7
JUMBO BRAILLE PRIMER—FREE		7
POSITIONS OPEN AT CSB		7

SACRAMENTO FILE

NEWS FROM CDHS		8
----------------	--	---

NEWS FROM GROUPS

GROUP ACTIVITIES		10
NEW OFFICERS/ADDRESSES		11
TRANSCRIBING CLASSES		12
INTERESTING TRANSCRIPTIONS		13
HELP! MISSING BRAILLE		14

FOREIGN AFFAIRS

A VISIT WITH ONE OF OUR BRITISH COLLEAGUES	NORMA L. SCHECTER	15
M/S. BAFACO LIBRARY		17
FOREIGN MEMBERS REACTIVATED		18

CONFERENCE XXVI

CONFERENCE PRESENTERS

PANEL	19
JANE O'CONNOR	20
JUDI STOTLAND	21
BRUCE HARRELL	21
SENATOR MILTON MARKS	22

OUR SPECIALISTS SAY

COMPUTER ASSISTED BRAILLE	23
IBM PC BRAILLING	23
DECISIONS, DECISIONS	23
GO WITH THE FLOW: VERBAL	
DESCRIPTIONS OF FLOWCHARTS	24
MORE ON <u>TO EMBOSS OR</u>	
<u>NOT TO EMBOSS</u>	27
PRELIMINARY PAGES IN TEXTBOOK	
FORMAT	29
LARGE TYPE	31
"TRIVIA"	31
LITERARY BRAILLE:	
MORE CRAFTY SUGGESTIONS	33

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: LINDA GARTON

BRAILLE TRANSCRIPTION: DORIS PONTAC

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

EDITORIAL BOARD: BARBARA BLATT RUBIN, BETTY SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1985 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR
CTEVH PUBLICATIONS
721 CAPITOL MALL
SACRAMENTO, CA 95814

INSIDE STORY

PRESIDENT'S MESSAGE

I'm not sure how much of a message this will be. Many students are at the mid-year stage and that means semester final exams that need to be brailled. Foods and English aren't bad, and World Studies is a cinch (as long as there are no complicated maps). BUT . . . Math is my Waterloo. It takes me too much time to figure out how to braille problems such as:

$$\frac{2a^2 + 4ab}{a + b} \div \frac{a^2 - 4b}{a^2 + ab} \quad \text{or} \quad \frac{a^2b}{\frac{2c^2}{\frac{ab^2}{c^2}}}$$

and proof them as I go along and then proof them again only to discover that I've used a 'b' sign instead of the exponent sign. Why is it that when I roll the paper back into the braillewriter and try to correct my mistake,

CTEVH CERTIFICATE OF APPRECIATION: BERNARD M. KREBS

[Editor's Note: This article and another, relating to Bernard Krebs, were originally scheduled for Winter 1984. However, the other article has grown in stature and interest and is now being considered as a separate CTEVH Monograph. More about that, later. What follows is the presentation, by Cathy Rothhaupt, of the Certificate of Appreciation to Bernard Krebs at Conference XXV, 1984, in San Diego.]

The person receiving this award is so well loved by every transcriber across the United States (indeed, throughout the English-speaking world), I feel especially honored in being asked to present this CTEVH Certificate of Appreciation.

Dear as the award is to CTEVH, it still may seem a small reward to someone who has given us so much. But I know this modest and gentle man will accept it with the warmth and affection with which it is given.

He is the author of ABCs OF BRAILLE, BRAILLE IN BRIEF, LESSONS IN BRAILLE TRANSCRIBING, (a crutch for every teacher of transcribers), and, of course, TRANSCRIBERS' GUIDE TO ENGLISH BRAILLE, every transcriber's bible, our fantastic "Green ____".

the braille cells never seem to match? Does this happen to you also? Sometimes I call Jane Corcoran for help, write down the solutions and then promptly either lose them or can't decipher what I wrote. I don't think I'd better become a transcriber! (But I'm more than ever grateful to those who do!)

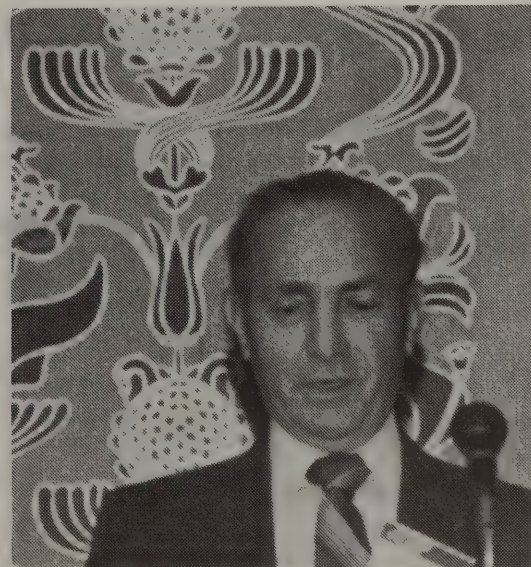
Having attended many conferences, from Boston to Vancouver to Miami Beach to San Diego, I can say that CTEVH's Conference is consistently the best. After several of the Conference planning meetings, I'm beginning to get excited, again, about Conference. I strongly urge each of you to renew your membership and register for this year's exciting Conference.

A FINAL NOTE: This year's resolution is to NOT make any more New Year's resolutions!!

Bob Dodge
President, CTEVH

He not only is a Life Member of CTEVH, but has generously donated to CTEVH any and all profits from the sale of the TRANSCRIBERS' GUIDE. I think you will agree with me that just hearing his name creates a little touch of magic.

Ladies and gentlemen, we honor today, BERNARD M. KREBS!



NOMINATIONS FOR BOARD

Jim Fisher, Chairperson of the Nominating Committee has announced the candidates for Board of Directors to be elected at Conference. Four are currently Board Members and are being nominated for their second terms: Robert Calhoun, Robert Elford, Lil Gardner, and Lynn Laney-Milo. Nominated for her first term is Lavonne Johnson, a transcriber from the Sacramento Braille Transcribers, Inc.

If you would like to nominate someone else, write to the Committee, giving your nominee's background and qualifications, as well as a

statement from that person that he/she is aware of the responsibilities and is willing to serve, if elected. Any nominee must be a member in good standing.

Send your nominations to:

Jim Fisher
Chairman, Nominating Committee, CTEVH
760 E. Robinwood
Fresno, CA 93710

Your nomination must be received within three weeks of Conference.

KATIE SCHOLAR TO BE ANNOUNCED

The recipient of the first annual Katie N. Sibert Memorial Scholarship will be announced at Conference, in San Francisco.

Although eligibility for the award is based only on the admissibility to a teacher-training program in California, preference was given to:

- (1) Teacher working with visually handicapped students in California, but not fully credentialed.
- (2) Teacher or graduate student now enrolled in program leading to the VH credential.
- (3) Regular classroom teacher with direct experience with VH students who is interested in working towards the VH credential.

Letters of nomination and recommendation

have been received from many parts of the state after information was sent to each school administrator with VH students; each teacher, brailist, or teacher's aide in California who works with VH children but who is not fully credentialed; California State University, Los Angeles; San Francisco State University; CTEVH Board members and Specialists. The Scholarship Committee—Bob Elford, Jim Fisher, Sally Mangold, Maureen Reardon, and Fred Sinclair—are evaluating the applications, now.

Fund-raising is continuous for the Katie Fund and contributions are needed to insure that the Fund can continue to grant annual scholarships and perhaps increase their numbers and value. The form below may be used for such contributions or you may simply send a check to the Katie N. Sibert Memorial Scholarship Fund, CTEVH, 741 N. Vermont Ave., Los Angeles, CA 90029.

CONTRIBUTIONS TO THE

CTEVH GIFTS AND TRIBUTE FUND

will be used to improve services to the visually impaired.
Make checks payable to CTEVH and mail them to:

CTEVH GIFTS & TRIBUTES
741 NO. VERMONT AVE.
LOS ANGELES, CA 90029

Donor's Name, Address, Zip _____

In honor of: _____

In memory of: _____

Acknowledge to (Name, Address, Zip): _____

Please direct contribution to THE KATIE N. SIBERT
MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE.

CTEVH CAMP

In the past few years, CTEVH has moved into a new phase in its continuing growth. We have undertaken projects.

Our first project, in 1979-80, was the development and publication of ACCESS TO RESOURCES FOR VISUALLY HANDICAPPED STUDENTS. Since spring of 1980, 248 copies in braille, tape, and large type have been presented by CTEVH as graduation gifts to visually handicapped high school students in California. A newly revised edition of ACCESS . . . will be presented to graduating seniors this spring.

A second project has been the establishing and nurturing of the Katie N. Sibert Memorial Scholarship Fund. Founded after the death on May Day 1982 of our much-loved friend and teacher, the "Katie Fund" will provide a \$500 scholarship to a teacher-in-training for the 1985-86 academic year. (See "Katie Fund Scholar to be Announced at Conference", elsewhere, this issue.)

Still another project, begun last year, has been to disseminate kits of information to various county libraries regarding resources for the visually handicapped. Flyers also have been distributed to optometrists' and ophthalmologists' offices.

And now we are about to mount a new, different, and exciting project—CAMP.

CAMP is a meaningful acronym—Campus Activities in Media Processing—which names a summer "reading camp" for vh high school students to be held on the beautiful campus of the California School for the Blind, in Fremont. The purpose of CAMP is simple, straightforward, and unqualified: to make readers out of non-readers.

As many CTEVH members are very much aware, we are moving many vh children through school to graduation with inadequate reading skills. Teachers do not have adequate time, and in some cases, adequate training, to provide the extra instruction so many vh children need to learn to read well.

CAMP will be staffed by teachers enrolled in a summer practicum through San Francisco State University taught by CTEVH member, Dr. Sally Mangold, Professor of Special Education, SFSU. Sally, who is a nationally recognized author and teacher, will be assisted by other professionals with expertise in various areas of reading.

Three main components of reading will be addressed: decoding skills, comprehension skills, and study skills. Decoding and study skills are, of course, media-related, while comprehension skills cut across media. Sally, while coordinating the program for SFSU, will concentrate on the medium

of braille. Others will be concerned with aural media and large type and enhanced media.

Because comprehension is, after all, the end purpose of reading, we have sought a person whose expertise is specifically in that area of reading, rather than in a special medium. We are very fortunate to have the involvement of Dr. Heath Lowry, Professor of Education and Director of the Reading Clinic at the University of the Pacific. Dr. Lowry, also, is a nationally recognized author and teacher, and is a past president of the California Reading Association. His broader view of reading will provide the program with a larger perspective.

Students will be drawn from programs for the visually handicapped all over California. Students with reading problems from junior high school level through senior high are eligible for CAMP; however, high school students and 1985 graduates will be given preference. Students with unusual health or mobility problems cannot be accepted because CAMP is unable to provide the necessary special attention such children must have.

Besides having concentrated one-on-one and small group training in reading that is the chief purpose of CAMP, CAMPers will have many scheduled recreational and social activities. Swimming,

hiking, gym, yoga, and dancing are among these.

Of considerable interest, too, will be evening "socials" with blind adults who can provide not only positive role models for students, but advice and information about specific careers, as well. Those invited to share their experiences include a lawyer, a teacher, a small business entrepreneur, a mother, and an amateur athlete.

Students will spend two week-ends at CSB, during which time they will have opportunities to swim, do laundry, and other such things that time during the week won't permit.

Also, a program of off-campus visits is being arranged in which teachers, transcribers, parents, and other interested adults in the Bay Area will take one or two students, each, off-campus to dinner and various other such activities. Such a program will give the students wider social experiences with adults who are strangers to them, but who are generally knowledgeable and supportive.

At the end of his/her CAMP experience, each CAMPer will go home with a list of books of special and particular interest to be read in the months ahead. In addition, a report will be sent to his/her teacher and parents relating the

summer's progress in reading skills and comments regarding growth in social competencies and independence.

To the best of my knowledge, no similar summer program is being offered anywhere in the nation which combines the efforts of a university, a residential school, the state department of education, and a statewide transcriber-educator group. Yet many states have the same problem and similar resources. It seems that once again California and CTEVH are leading the way.

Aikin Connor
Editor, THE CALIFORNIA
TRANSCRIBER

ENCHANTED HILLS

Dates have been set for summer sessions at Enchanted Hills, the Napa County camp of the San Francisco Lighthouse for the Blind. It's a busy summer ahead and one that promises interesting things for just about anybody.

Young Adults (18-35)	June 23--July 4
Adults	July 7--July 18
Sports and Fitness for Young Adults	July 18--July 24
Teen Session (13-17)	July 24--August 4
Pre-Teen	August 7--August 18
Computer Camp	August 16--August 26
Adult Deaf-Blind	August 26--September 2

For further information, contact:

Mary Cavanagh
Lighthouse for the Blind
1155 Mission St.
San Francisco, CA 94103

GENERALLY SPEAKING

NORTHERN NEVADA BRAILLE TRANSCRIBERS

Northern Nevada Braille Transcribers is officially incorporated in the state of Nevada. I and one other member are also members of CTEVH, but several others have indicated an interest in the upcoming CTEVH Conference in San Francisco.

Our group was incorporated in June 1984 and had its charter meeting September 1984 with 16 charter members, nine of whom are braille transcribers. We have increased our membership of auxiliary members.

Our transcribers are somewhat unusual in that all of them are employed people, doing their volunteer work in their free time. Six of them were graduated from my transcribing class last year. I am now teaching another transcribing class under the auspices of the group, and hope that those who complete it will also join us in volunteer transcribing. All but one of my students are employed persons.

Next fall I hope to offer another braille transcribing class, but will need to locate a few more brailers to lend to the students. (The Beach Cities Braille Guild has graciously loaned us brailers for this purpose this year.) I am hoping that a group with some surplus machines will offer to lend them to us for the '85-'86 class.

We have a highly skilled repairman who will repair any that are sent in imperfect condition. He has trained two others who also help us keep them in good working condition.

Also, a few of our members and students are each interested in purchasing a reasonably-priced used Perkins Brailier, for personal use. Could this need be advertised for us? (Editor's Note: It just was!)

We would be completely isolated if it were not for CTEVH.

Lois Baskerville, President/Instructor
Northern Nevada Braille Transcribers
1015 Oxford Ave.
Sparks, NV 89431

JUMBO BRAILLE PRIMER—FREE

Donations have been received by Beach Cities Braille Guild, P.O. Box 712, Huntington Beach, CA 92646, for providing Jumbo Braille without charge wherever it's needed, so long as the money holds out.

THE WORLD AT MY FINGERTIPS, a grade-one primer in Sharp-Dot Jumbo Braille, by Norma L. Schecter is one of the items now in use throughout the world. There are also a limited number of recreational-reading short stories and articles in Grade Two.

If you have touch-impaired clients who are in need of this special medium, order directly from:

Braille Services Guild
2140 Westwood Blvd.
Los Angeles, CA 90025

Their workshop is doing the Thermoforming and binding for Beach Cities.

(Note: In the near future, facing print pages will be provided for the primer, for students who don't always have a teacher's help available.)

POSITIONS OPEN AT CSB

The California School for the Blind has positions for this year and next which need to be filled. One long term substitute teacher is needed right away, as are five daily substitutes. Two regular teachers of the visually handicapped are needed for September 1985.

Complete information regarding these positions is available from:

CALIFORNIA SCHOOL FOR THE BLIND
500 WALNUT AVE.
FREMONT, CA 94536
ATTENTION: PERSONNEL OFFICE

SACRAMENTO FILE

NEWS FROM CDHS

APH

During January and February, more than 6,000 registration forms in duplicate were received by CDHS staff. Under the lead of Nena Thompson, our APH Office Technician, these registration forms have been analyzed and classified. The report for each child has been evaluated with regard to visual acuity, grade and class placement, primary mode of reading, and additional handicapping conditions. With permission of parents, CDHS is preparing data for submission to APH to establish eligibility for participation in the Federal Quota Program.

The reporting of data for some 4,400 legally blind students will generate an allotment of about \$500,000 to California during the 1985-86 federal fiscal year. This anticipated allotment is based on the current allocation. We trust Congress will make a new appropriation to the Printing House at the same level as the last. Registering school systems will be notified of the new appropriation and per capita allotment during late September so long as negotiations are conducted as scheduled.

The data gathered in the annual registration of visually handicapped students also enables the Department to project needs for new state adopted textbooks in special media, as well as needs for secondary textbooks and reference books at all levels for visually impaired students.

FREE MAIL

The American Foundation for the Blind sponsored a Leadership Conference for agencies serving the blind in Washington, D.C. during mid-February. At this conference, several representatives of agencies with liaison to governmental affairs voiced concerns that the present Federal Administration in an effort to effect budget cuts has proposed to abolish the free mail privileges. Free mail for reading matter is vital if we are going to continue to provide reading materials—textbooks, as well as recreational—to visually handicapped individuals. We call on each member of CTEVH to be alerted to this matter and to keep in touch with your Congressman in the event any formal announcements are made regarding abolishing the free mail program.

VOLUNTEERS AT WORK

Last assignments undertaken by our noble volunteers are those in music and foreign languages. Of the many elementary textbook adoptions in foreign languages and music, a limited number will be offered in braille and large type through the Curriculum Frameworks/Textbook Development Unit. Those listed below will be transcribed and made available by the following organizations: Churros Y Chocolate/Scott, Foresman, Inc., 1984c: Sixth Distr., CA P.T.A., Braille Transcription Project, North Branch, and Son Et Sens/Scott, Foresman, Inc., 1984c: Peninsula Braille Transcribers Guild. The Macmillan music series has been ordered by the Texas Education Agency. The Silver Burdett music series is being done by several transcribers; some employing the latest technology. Grade 8 is being transcribed by the Sacramento Braille Transcribers. Grades 3, 4, and 7 are being transcribed by Ethel Schuman. Ethel is transcribing her masters on an IBM Personal Computer. Lou Ella and Norman Blessum will run off masters on their Thiel Embosser. Elinor Savage has produced Grade 5 on her Apple IIE. She ran her master on a Cranmer Modified Perkins Brailier. Elinor will complete Grade 6 at sea on a four-month world cruise. For this purpose, she purchased a portable computer and has taken computer disks and her text with her. What dedication!

Paper copies will be provided if cost and time permits. If not, Brailon copies produced from the computer-generated paper masters will be made. All of these new adoptions must be ordered by California public schools on requisitions provided through the Curriculum Frameworks/Textbook Development Unit. Nonpublic schools in other states may order copies from transcriber organizations.

SB 1720, READER EMPLOYMENT FUND

A new program which CDHS staff is embracing with enthusiasm is the implementation of SB 1720, Reader Employment Fund. CDHS, in cooperation with other departmental offices, is developing materials for the allocation of funds initially to school districts and ultimately to county school offices and state special schools

to employ qualified readers for legally blind, certificated teachers (any subject). The language of SB 1720 is restrictive (apparently inadvertently) and excludes the participation of county school offices and state special schools. However, the Office of Governmental Affairs has been apprised of this problem and will be monitoring amendments to correct the language of the bill so that these agencies may be included.

CDHS has already identified 35 legally blind teachers currently employed by school systems. Staff estimates that from 50 to 60 teachers who require reader services will benefit from this program this spring and throughout the next school year.

Fred L. Sinclair
Director, CDHS

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Joan S. Levy
CTEVH Awards
339 Loma Media Road
Santa Barbara, CA 93103

My check in the amount of _____ payable to CTEVH is enclosed for:

pin _____ (Gold-filled only— \$10.50 each)
charm _____ (10K gold only— \$25.50 each)

Name _____

Address _____

Guild or Affiliation _____

Current CTEVH Member: yes ___ no ___

BRAILLE (Library of Congress Certification required)

Literary braille pages.....
Nemeth braille pages _____ times 5/4 equals _____
Music braille pages _____ times 5/4 equals _____

TOTAL braille pages (Qualifying: 5000 pages).....

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours).....

LARGE TYPE PAGES (Qualifying: 10,000 pages).....

SPECIAL SERVICE HOURS (Qualifying: 100 hours).....
(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each student successfully completing a braille transcribing course, with proportionate hours credited for a student who does not complete a course.)

Verifying signature of
Group Chairperson or Administrator _____

NEWS OF GROUPS

GROUP ACTIVITIES

At the December meeting of **LAGUNA HILLS TRANSCRIBERS**, an Outstanding Service Award was presented to Sylvia Paull, their most prolific braille transcriber. Sylvia became a transcriber in 1975 and, despite ill health and major surgery which inactivated her for two years, has managed to turn out nearly ten thousand pages of braille! The award carried a special sentiment in that it read "In Appreciation of Outstanding Service WITH LOVE." Quite a tribute.

LUTHERAN BRAILLE WORKERS are working on a series of books called GEMS FOR GOLDEN YEARS in sight saving print. It is a very popular item at rest homes and hospitals. They have transcribed CRUSADER HYMNS in music braille and have put some of the Lutheran Hour Sermons in book form in grade two braille. All are free to the reader. If you would like to have their list of books available in grade 1½ and grade 2 braille and their foreign list, write to them at 11375 Peach Tree Circle, Yucaipa, CA 92399.

In addition to other smaller conferences, Lutheran Braille Workers have an international conference every five years. Their Board Chairperson, Virginia Wulfestieg, was chosen to attend the 1984 five-year conference in Saudi Arabia.

Member Marjorie Davis of **MONTEREY COUNTY BRAILLE TRANSCRIBERS** is the liaison with the local Blind Service Center in Pacific Grove and is on the Center's Board of Directors. She is an important link between their needs and the group's services. Marjorie is "P.R. Man" speaking to many volunteer organizations in their community about the group's activities.

Monterey transcribers completed brailleing a radio-TV guide and the Steinbeck House Cook Book; for further information and availability, write directly to the group at P.O. Box DF, Pacific Grove, CA 93950.

What does your group do with its discarded paper? The Monterey group donates all such paper to "Operation Shoe-String" for children to use as drawing paper—much more worthwhile than tossing it in the wastebasket!

OAKMONT VISUAL AIDS WORKSHOP members will be at the March 1985 Conference in San

Francisco and are looking forward to meeting new friends and greeting old friends. They have a couple of new ideas to share and will welcome any suggestions you bring along to give them. They continue to "admire all the wonderful teachers for the visually handicapped and feel privileged to help in a small way." [Editor's Note: I've seen their work and, believe me, it's no "small" help!]

In addition to having transcribed a computer instruction book (see "Interesting Transcriptions"), **SAN GABRIEL VALLEY BRAILLE GUILD** transcribers have also transcribed FRENCH—LANGUE ET LANGAGE, copyright 1983, for a young man in Burbank.

SACRAMENTO BRAILLE TRANSCRIBERS have some ideas to share. If you're looking for free covers, try: (1) asking x-ray labs to save the cardboard separators used in the large x-ray film; Kodak uses the best weight of cardboard; Fuji uses a cardboard that is a little too flimsy for covers; and (2) talking to a local paper box manufacturing company about donating some covers; a local company gave Sacramento Transcribers thousands of them—the company also cut them to size and boxed them!

If you're looking for plastic spines, a good source is Valley Shipping Room Supply Co., 1283 Seville Way, Sacramento, CA 95816.

Look under "Interesting Transcriptions" in this issue—there's a FREE OFFER of brailled masters from **SIXTH DISTRICT, CALIFORNIA PTA, BRAILLE TRANSCRIPTION PROJECT, SAN JOSE**.

A new service from San Jose—hand-painted, printed, brailled greeting cards for Birthday, Thanks, Get Well, Hello, Anniversary, Retirement, Christmas. Purchase is limited to 10 cards at 75¢ each.

Daphne H. Daus, 92 year-old librarian for the San Jose group, has just retired from volunteer duty at their Braille Library—that's dedication! Congratulations, Daphne!

VOLUNTEERS OF SOLEDAD wonder if everyone is receiving the thermoformed copies of TCT requested. Apologies are offered for the delays

which were due to equipment failure. If there is a question about an order, contact member Jason Suibielski, at the address, below.

Among services offered by the Soledad group: Large Type, Braillewriter Repair, Religious and Spanish Recordings.

Can you shed light on one of their problems? When they use large envelopes to mail thermoformed copies, the copies become damaged. Is there a better way to mail this material to their subscribers? Write to the

Soledad volunteers at: Volunteers of Soledad, Project for the Visually Handicapped, CTF South, PO Box 686, Soledad, CA 93960.

Alexia Draper of **WOODSIDE TERRACE KIWANIS BRAILLE PROJECT** says: "There's still a heap of lovin' comin' from our Perkin's oven!" They continue to turn out "leisure eating" materials—one of these days they may return to "leisure reading"!

NEW OFFICERS/ADDRESSES

BEACH CITIES BRAILLE GUILD, INC.

Chairperson: Dorothy Nehring
Vice-Chairperson: Aleen Madsen
Secretary: Diana Bledsoe
Treasurer: Virginia Warwick
Assignments Chairperson: Lona Curtis
Advisor: Norma Schechter

MONTEREY COUNTY BRAILLE TRANSCRIBERS, INC.

Group address:
PO Box DF
Pacific Grove, CA 93950

RECORDING FOR THE BLIND, INC. SANTA BARBARA UNIT

Chairperson: Mrs. John Lee
1220 Coast Village Road, Apt. 203
Santa Barbara, CA 93108
Assistant Studio Director: Bonnie McNair

SAN DIEGO BRAILLE TRANSCRIBERS GUILD, INC.

Chairperson: Alvena Storm
First Vice-Chairperson: Grace Middlebrook
Second Vice-Chairperson: Ida Mae Milot
Third Vice-Chairperson: Mercedes Rickey
Secretary: Marjorie Rose
Treasurer: Roberta Smith

SAN GABRIEL VALLEY BRAILLE GUILD, INC.

Chairperson: Susannah Mathews
3225 Charbinda
West Covina, CA 91791
Tel. 818/331-2071
Group Address:
PO Box 255
Covina, CA 91722

SIXTH DISTRICT, CALIFORNIA PTA, BRAILLE TRANSCRIPTION PROJECT, NORTH BRANCH, LOS ALTOS

New Orders Chairperson: Lois Anderson

TRANSCRIBING CLASSES

CARMICHAEL

Continuing class on Tuesdays from 9:00 to 11:30 AM, at the Braille Center, Starr King Exceptional School, 4848 Cottage Way, Carmichael, with Betty Schriefer, instructor. For further information, contact Betty at 916/486-9242, or write to her 751 El Encino Way, Sacramento 95864.

HUNTINGTON BEACH

Beginning September 15, 1985, on Thursdays from 9:00 AM to 12:00 N, at Christ Presbyterian Church, 20112 Magnolia, Huntington Beach, with Norma Schecter, instructor. For further information, contact Norma at 714/536-9666.

PACIFIC GROVE

Continuing classes on Thursdays from 9:30 AM to 12:00 N, at the McKinley School, 110 Ellis Petaluma, with instructor Freda King. For further information, contact Phyllis Deaton, 1459 Magnolia Avenue, Petaluma 94952, tel. 707/664-1430.

SACRAMENTO

Beginning September 3, 1985, on Tuesdays and Fridays, from 9:00 AM to 12:00 N at the Visual Service Center, 2750 24th St., Sacramento, with instructor Jo Ann Noble. For further information, contact Jo Ann at 6650 S. Land Park Drive, Sacramento 95831, or tel. 916/421-2029.

SAN FRANCISCO

On Tuesdays from 9:00 AM to 2:30 PM, at the Francis Scott Key School, Room 19, 43rd and Kirkham Streets, San Francisco. For further information, contact instructor Hilda Isles, 1390 Market Street, Apt. 2624, San Francisco 94102, tel. 415/621-1933; or contact Evelyn Daiss, 1466 44th Ave., San Francisco 94122, tel. 415/566-1641.

SAN JOSE

Beginning in September 1985, on Thursdays from 9:30 to 12:00 N, at 101 N. Bascom Ave., San Jose, with Bea Bowers, instructor. For further information, contact Bea at 408/298-4468.

SAN LEANDRO

Continuous class with Dorothy Vallergera, instructor; for further information, contact Dorothy at 15361 Norton St., San Leandro 94579, tel. 415/352-0522.

SANTA MARIA

On Mondays from 7:00 to 9:00 PM at Hancock Junior College, Santa Maria with instructor Angela Marcos. For further information, contact Angela at 301 E. Alvin St., Santa Maria 93454, or tel. 805/928-1783, ext. 255.

INTERESTING TRANSCRIPTIONS

Braille Institute
Press Department
741 North Vermont Ave.
Los Angeles, CA 90029-3594

GROWING WITH GOD'S WORD by Aymes and Groome, C. 1984 (braille, 4 vols.)
NEW HOME MEMORY 7 by New Home Sewing Machine Co., no copyright date (braille,
1 vol.)
STRUCTURE AND FUNCTION OF THE HUMAN BODY by Memmler and Wood, C. 1977
(braille, 10 vols.)

Beach Cities Braille Guild, Inc.
8432 Northport Drive
Huntington Beach, Ca 92646

WORSHIPBOOK AND HYMNAL, PRESBYTERIAN CHURCH, C. 1972 (braille); may be
purchased; for information on ordering, contact Mrs. Freddie Peaco, NLS, Washington, DC 20542
(Tel. 800/424-8567)

Kings Transcribers Library
202 W. Grangeville Blvd.
Hanford, CA 93230

KING OF THE CONFESSORS by Thomas Hoving, former Director of the Metropolitan Museum
of Art, C. 1981 (tape: on loan). This is an exciting story of the tracing and final acquiring of one
of the great art treasures of the world.

Laguna Hills Transcribers, Inc.
Order from: Braille Institute, Press Dept.
741 N. Vermont Ave.
Los Angeles, CA 90029-3594

TEXTBOOK OF MEDICAL PHYSIOLOGY by Arthur C. Guyton, M.D., C. 1981 (braille,
5416 pages in 83 vols.)

San Gabriel Valley Braille Guild, Inc.
P.O. Box 255
Covina, CA 91722

INFORMATION THRU SPEECH; for computer description and how to operate. For further
information, contact the Guild at the address above.

Sixth District, California PTA
Braille Transcription Project
101 North Bascom Ave.
San Jose, CA 95128

WAGONS WEST SERIES by Dana Fuller Ross, through the thirteenth of the series; also
many titles by Danielle Steel and Dick Francis. For purchase or loan; contact Peggy Dodge at

above address or telephone 408/298-4468.

ECOLOGY: THE SUBURBS by George McCue, C. 1971

ECOLOGY: THE CITY by George McCue, C. 1971

May be purchased or Brailon exchange.

FREE OFFER: (Contact Peggy Dodge, as above)

FARMER BOY by Wilder, master copy, braille, 6 vols.

BY THE SHORES OF SILVER LAKE by Wilder, Master copy, braille, 6 vols.

THESE HAPPY GOLDEN YEARS by Wilder, master copy, braille, 4 vols.

THE LONG WINTER by Wilder, master copy, braille, 7 vols.

Sixth District, California PTA

Braille Transcription Project, North Branch

P.O. Box 326

Los Altos, CA 94022

CALCULUS AND ANALYTIC GEOMETRY by Edwards and Penney, C. 1982, Prentice-Hall, Inc. May be purchased; write Lois Anderson, Orders Chairperson at above address. (braille, 3683 pages in 52 vols.)

COOKIN' CORNER

Woodside Terrace Kiwanis Braille Project

850 Longview Road

Hillsborough, CA 94010

BAKING AND COOKING TIPS FROM THE HERSHEY TEST KITCHENS (braille, 1 vol., 12 pages)

CHEF'S POT RECIPE AND INSTRUCTION BOOK by Dazey Corp., (braille, 2 vols.)

14 SAVORY WAYS TO SHAKE THE SALT HABIT (braille, 1 vol., 24 pages)

Features "Mrs. Dash" products.

TAMING YOUR TASTE FOR SALT (braille, 1 vol., 22 pages)

Features "Mrs. Dash" products.

Monterey County Braille Transcribers, Inc.

P.O. Box DF

Pacific Grove, CA 93950

STEINBECK HOUSE COOK BOOK (for further information, contact the Monterey group)

HELP! MISSING BRAILLE!

Sometime shortly after the middle of November a black mailing box of braille was mailed from the San Francisco Bay area to Southern California. The label arrived, but the box did not. The post office said that the black boxes are so distinctive that they would not be thrown away, but sent to the nearest braille facility.

HAS IT COME TO YOUR FACILITY?

The box contained Volumes I and II of BRAILLE SERIES 1960, BOOK THREE—a manual in

jumbo-dot braille. It was transcribed by Gertrude McDonald and Shirley Reed, Transcribers of Orange County, Anaheim. The volumes are unbound and accompanied by a proofreader's report.

If found, it should be sent to the Braille Institute of America, c/o Carol Morrison, 741 N. Vermont, Los Angeles, CA 90029.

If not found, it will have to be re-brailled. Sob! Choke!

Jane M. Corcoran

FOREIGN AFFAIRS

From time to time, correspondence and articles of interest regarding other parts of the English-speaking world are received and, sometimes, published in TCT. Because CTEVH continues to offer information and ideas to our colleagues in other lands (not to mention other states), a new section will be added to TCT, beginning this issue, to stimulate our interest in international activities and to provide a place for our more remote members to make themselves known.

A VISIT WITH ONE OF OUR BRITISH COLLEAGUES

Have you ever realized how much a bit of "braille flavor" can enrich your vacation travel experiences? My recent trip to England resulted in a fascinating interview with Mr. Leslie Pye, Head of Book Production, National Library for the Blind, Cromwell Road, Bredbury, Stockport, Cheshire SK6 2SG, England (be sure postal code is on same line as "Cheshire").

Mr. Pye was one of those who attended the international meeting in 1982 between the Braille Authority of North America (BANA) and the Braille Authority of the United Kingdom (BAUK). At that time he cordially said he would be happy to welcome us whenever we came to England. So we arranged to drive up and spend an afternoon with him.

After a delightful pub lunch, and after being properly introduced to his guide dog, Zeff, we were given a most interesting tour of the library's facilities.

The huge room housing the "stacks" has some fixed, and some movable, shelving. Those who had the chance to visit the Braille Institute at the Los Angeles CTEVH Conferences will recall seeing movable stacks in its library, as well.

The British Postal Service must be infinitely gentler than ours; their braille books are shipped, not in hard metal-reinforced cardboard containers, but in heavy canvas bags. An atmosphere of pleasant, relaxed efficiency seemed to pervade the entire shipping and record-keeping operation.

The library was started in 1882 in London, by a blind woman who wished to share her braille library with other readers. The Manchester branch was established 45 years later, in 1927. The main headquarters was moved to the present, ultra-modern facility six years ago.

National Library for the Blind (NLB) is not a government agency; most of its funding comes from voluntary grants and donations. It does have some national government grants, particularly for educational purposes. And it collects £ 8/head from the reader's local authority that would normally provide that individual with library service.

It is currently serving about 4000 readers, at home and abroad. It WILL serve people who are not British subjects, at no charge. (Yes, NLB does accept donations.) It has quite a number of Grade I braille titles, and a number of foreign titles (some contracted, some not—what they French call "abrégé" and "autographique"). It also has an extensive music braille collection, including purchases from RNIB (the Royal National Institute for the Blind), from the Institut Valentin Haüy, in Paris, and from the American Foundation for the Overseas Blind.

NLB has approximately 350,000 volumes of "one-on" (original braille on paper, stitch-bound). It trains its own volunteer braillists, by mail; the course runs about a year.

NLB also "buys in" press braille from the RNIB and from the Scottish Braille Press.

The Library has about 400-500 readers of "Moon", a system of raised writing intended for the touch-impaired and the elderly newly-blind. Its collection of Jumbo braille, begun about two years ago, is done on the Jumbo Perkins Brailier, originals only, in hard-cover stitch-bound volumes for circulation; NLB does not do Thermoform duplication. (Thermoform copies of all the Jumbo Braille produced by our Beach Cities Braille Guild have been accepted, however, including the Grade One primer, THE WORLD AT MY FINGERTIPS, by Schecter.) The NLB's own Jumbo holdings are currently aiming toward 100 titles.

This fine British service also includes a sizeable Large Print collection for circulation.

Recently, NLB became the proud possessor of a new braille printer, the "BRAILLE 270", from Norway. It is capable of producing 270 characters per second, and cost 64,000 (including V.A.T.). It can be set to produce one-side braille or interpoint braille; every-line or every-other-line; etc. It receives input either from straight keyboard typing, or from braille on cassettes (using the same Data General Computer). A blind proof-reader is used to check the correctness of the computer-produced braille, of course.

NLB will be selling both to Australia and to our own National Library Service for the Blind and Physically Handicapped from its computer production. In turn, it will be buying in some titles from both the U.S. and Australia.

And now a very exciting footnote for braille transcribers everywhere. Somebody in the NLB past invented a braille equivalent of the typist's "Liquid Paper"—a liquid which causes braille dots to smooth themselves back down into the paper. When this liquid coating is applied, and then a smooth burnishing tool is briefly used, even clear-cell erasures (of more than one cell) can be made which are impossible to distinguish by touch, and which

remain acceptably smooth even when Thermoformed. It has been strictly an agency secret formula, but we have asked Mr. Pye to investigate the possibility of making it available for sale to transcribers everywhere. If you see flares and fireworks shooting up into the sky over Huntington Beach, you'll know the answer was "Yes"!

We want to extend our warmest feelings of appreciation for the delightful welcome we were given. It is yet another example of the on-going friendly cooperation between the U.S. and the U.K.

Norma L. Schecter

ADDENDUM

WOULD YOU LIKE TO SHARE YOUR WEALTH?

Sometimes transcribers (either as groups or as individuals) have titles which they no longer need. I asked Mr. Pye whether NLB would be interested in acquiring such titles by donation. He replied, "We would very much appreciate gifts of American Braille and would accept them in the plastic spiral bindings which you normally use. Advance information would be of great benefit for we could then judge whether we have individual titles already in our stock produced in 'British' Braille."

To save money when writing overseas, ask your Post Office for the special Overseas Airmail forms, that cost only 30¢ a sheet, and are similar to old-fashioned "V-mail".

And yes, when shipping braille to a recognized agency for the blind you can utilize the "Free Matter for the Blind". This will, of course, send the material by surface mail, which may take weeks or even months (unless you're rolling in so much wealth you can afford to pay 40¢ per half-ounce for Air Mail . . . Ouch!).

NLS

M/S. BAFACO LIBRARY

[Editor's Note: The following letters are printed verbatim because to tidy them up would be to diminish both their charm and their appeal. The request for a free subscription to TCT has been met. Note that the address was changed after the first letter was written. Presumably, the second address—Shimrail, P.O. Sharolia, Dhaka, Bangladesh—is the correct one.]

Dated: 10-12-84.

To

The Director General, Executive Director, President, Secretary General, Librarian-in-Chief or Editors.
Aikin Connor, Editor, "The California Transcriber", 1025 P.St., Room 251, Sacramento, CA. 95814, U.S.A.

Sub.:- Donation of financial assistance, reading materials, Writing-papers and travelling expenditures.

Respected Sir/Madam,

Please send all correspondence to: Mrs. M.Begum, Library Director, BAFACO LIBRARY, Po. Bolodyata Bazar, Tangai, Bangladesh

We would like to inform you the following facts of our organization and hope to get your kind response immediately:-

(1) We are maintaining a non-profit, charitable and registered organization under the name and style as BAFACO LIBRARY. It means, "Blind men Association for Fisheries, Agricultures and Co-operative Library".

(2) The Jurisdiction of this firm is all over the Bangladesh and the aims and objects are to serve reading materials for Ages; Races and Creeds.

(3) There are several departments at BAFACO:-

(a) Overseas Book Depot. (b) Language Teaching centre. (c) Reading Hall. (d) Religious studies centre. (e) Agriculture firms. (f) Fisheries ponds.

(4) We have a large number of readers and they are Christians, Budhists, Hindus and Muslims. Readers are divided into five catagories:-

(a) Blind man. (b) Deaf-blind. (c) Partially blind. (d) Disabled person.

We require various Types of reading materials for them.

(5) Please be kind to sanction donation of reading materials for us permanently; reading materials for any languages are accepted for our Overseas Book Depot in good condition via surface mail under the title "Reading Materials for the Blind or Handicapped are Free". It is also expressed that the materials should be in Braille, Letter-press, Large-print, Moon-Type and Cassettes edition only.

(6) We are very desire to receive all of your publications as free subscription on a regular basis. Fifty copies for each issues of a Book or Journals are very essential and helpful for us. The nature of the reading materials may be Monthly, Bimonthly, Quarterly, halfyearly or annually. Magazines are:- The California Transcriber and other Publications.

(7) We are also requesting you to publish a notice for us in your publications, approaching all bonafide readers and Agencies, for sending their Back Copies of Books and Journals to our mailing address as donation, which act of kindness, we would be able to grow our Overseas Book Depot very soon.

(8) Do you know that we have no production facilities of reading materials here in Bangladesh? We trying to set-up a Braille-press with heart and soul. Except this, fisheries Ponds and Agriculture firms are the commercial projects of BAFACO, to develop these schemes, financial assistance is very essential. Would you be pleased to grant a Lumsum Amount of Dollars for BAFACO? This contribution is very essential for purchasing a Braille-press and to Develop the Commercial Projects.

(9) We have a great need of Braille writing-papers and desire to get your kind co-operation for the same. We are unable to purchase if but Donation of Braille Writing-Papers would be highly appreciated by us.

(10) We are very ambitious to visit Your Wonderful Organization. But Alas! there is no scope for us. Financial draw-backs is a great problem for a poor nation. Is there any kind-hearted man

or firm, who would like to arrange the travelling expenditures including Accomodation facilities:
We would be grateful for such kind of Magnanimity forever.

(11) Please send your reply in English, Braille or Typed litters are useful here. Except this, if you are unable to assist us, do not throw this Appeal into the Waste Paper Basket and we belive that You will handover it to other Firm, Agencies or Individuals.

Therefore, we pray and fervently hope that Your Majesty would be pleased kind enough to allow us for the above facts and heartily trust that this Appeal for financial Assistance, Reading Materials, Writing-papers and Travelling Expenditures must be granted by You.

Cordially Yours
Mrs. M. Begum
Library Director.

Dated: 23rd November 84

IMPORTANT NOTICES FOR THE WELL WISHERS, DONORS, PATRONS, PUBLISHERS, PRINTERS, EDITORS, LIBRARY DIRECTORS, EXECUTIVE DIRECTORS CHAIRMAN, SECRETARY, OFFICERS AND OTHER INDIVIDUALS RELATED TO BAFACO LIBRARY, P.O. BOLODYATA BAZAR, TANGAIL, BANGLADESH.

Honourable Gentlemen and Ladies,

The Following Decisions has been taken by the General Assembly of BAFACO LIBRARY on Ist August, 1984.

1. The Name and Style of BAFACO LIBRARY shall be, "BAFACO Library, Religious and Social Service to the Blind".
2. It's Business shall be:- "Poultry, Dairy, Fisheries, Agricultures, Commerce, Library, Religious and Social Service to the Blind."
3. The New Executive Director of this Organization shall be:- Mrs. Amina Begum, Aged 30, any Experienced Lady to look-after the Maintenance and Business activities.
4. The New Address of this Organization shall be, Mrs. Amina Begum, Executive Director, BAFACO Library, Religious and Social Service to the Blind, Shimrail, P.O. Sharolia, Dhada, Bangladesh.
5. The address of BAFACO Library, P.O. Bolodyata Bazar, Tangail Bangladesh is cancelled herewith and the New Address shall be applicable from the Ist September, 1984.
6. It is hereby informed to all the Agencies and Individuals to take necessary Steps for sending their valuable Materials and kind letters to our New Address.
7. It is also noted that the Reading Materials are arriving here by surface and we will receive them to our previous address since Decmeber, 1984 and on January, 1985, the Materials may be lost. So, please be kind to send your Materials for our New Address Immediately.
8. Your kind Information and letters are arriving here by Air Mail and we are not receiving all of your letters and informations to our previous address from Ist September, 1984. So that, the letters are not on our hands and please be kind to give us the photostate copies of letters and Informations to our New address, who have sent it to our previous address, from the Ist September to 30th November, 1984 only.

Faithfully yours,

A.Satter
Secretary General

FOREIGN MEMBERS REACTIVATED

The article in Winter 1984 TCT, "Adopt a Member?" brought entirely satisfactory results. All members listed in that article have been adopted and will receive this issue of TCT and

others to follow through 1985.

Thanks to the CTEVH members who responded, and "Welcome back!" to our international friends and members.

CONFERENCE XXVI

CONFERENCE XXVI PRESENTERS

An important feature of Conferences each year has always been the address by a key speaker or speakers. In past years, these have included such luminaries as (limited by space and memory): Peter Putnam (RFB), Sen. Albert Rodda, Natalie Barraga (Univ. of Texas), Emerson Foulke (Univ. of Louisville), Geraldine Scholl (Univ. of Michigan), Leo Buscaglia, Willis Willenberg (LAUSD), Robert Bray (Lib. of Congress), Curt Cylke (NLS), Richard Evensen (NLS), Marjorie Hooper (APH), Kathleen Huebner (AFB), Susan Jay Spungin (AFB), Michael Landon, Tim Cranmer, John Flores (State Dept. of Education), June Morris (APH), Carl Lappin (APH), Andrea and Oleg Tretiakoff, Bernard Krebs, Isobel Grant, and Bernard Lowenfeld.

Conference XXVI continues this tradition of having important and informative presentations by leaders in education, technology, and government, with an innovation, this year, of a panel of presenters. Following are brief biographical sketches of the key speakers for Conference XXVI, in order of appearance.

PANEL

The first presentation this year will be made by a panel, each member chosen for her experience and expertise in a specific area of interest and led by Dr. Sally Mangold.

DR. SALLY MANGOLD.

Sally Mangold is the kind of renaissance woman CTEVH seems to attract. She does everything well. Raised in the Bay Area, Sally attended and graduated the California School for the Blind, then in Berkeley. After qualifying for her credential for teaching the visually handicapped, she taught elementary school for a number of years during which time she also taught braille transcribing. Upon completion of the doctorate at University of California, Berkeley/ San Francisco State University, Sally became Ass't. Professor of Special Education at SFSU. After a record short time, she has now become a "full" Professor of Special Education at SFSU where she continues to teach and write. Her fame as a teacher of braille and a teacher of teachers is both national and international.

She has served two terms on the CTEVH Board, one term as Chair of the Nominating Committee, and many, many times as workshop chairperson or panelist at Conference. In 1983, Conference XXIV, she gave a wonderful slide presentation of visually handicapped youngsters as active learners.

With all this, she has found time to be married to fellow-teacher and CTEVH member, Phil Mangold and to be partners, with Phil, in CREATIVE TEACHING AIDS, a small business

providing specialized aids for VH students. A little-known fact about Sally, revealed here for the first time, is that she is among a host of renegade musicians now serving the visually handicapped.

JANE CORCORAN.

CTEVH Tactile Illustration Specialist since 1969, Jane Corcoran is also Vice-President of CTEVH and 1983 Conference Chairperson.

Born on a ranch in Elko County, Nevada, Jane graduated the University of Nevada, Reno, with a degree in chemistry. Her story continues—

Not feeling really ready to face life, I went to the University of Texas and got a Master's degree. Forced into the real world at last, I was employed by the U.S. Navy at the Naval Ordnance Test Station in the Mojave desert—working on liquid propellants. It was here that I met Bill Corcoran—a dashing naval officer. We were married in 1951. Fourteen years and two children later, we were living in Palo Alto across the street from Dave and Joyce Van Tuyl. Joyce "rescued" me from an aimless life of daytime bridge, golf, and coffee klatches. It has been work, work, work ever since. It is a wonderful thing to have found something I'm reasonably good at, is fun, and does somebody some good.

In her career as transcriber, Jane transcribed—among other things—a music book for theater organ; has been co-office manager and Literary Braille coordinator for the Sixth District California State PTA Braille Transcription Project, North Branch; was a school-employed transcriber for San Mateo County for eight years; and served on the federally-funded committee to develop guidelines for mathematical diagrams, which are now approved by BANA. She has been on the CTEVH Board since 1980.

DEBBIE NORLING.

Debbie Norling comes to CTEVH Conference as something of a living example of "what CTEVH is all about."

She was educated in the Castro Valley schools mainstreamed program for the visually handicapped and, no doubt, used many a braille book provided by CTEVH transcribers.

Being blind didn't keep Debbie from her duties as an older sister: she taught her younger, sighted, sister the alphabet, using braille.

A graduate of the University of California, Berkeley, Debbie now teaches computer science classes at Vista College, in Berkeley.

MARIAN WICKHAM

Marian Wickham was born in San Jose, California. She is the mother of two lovely daughters and a handsome son. Because there was nothing to assist her son (who has Retrolental Fibroplasia) she was motivated to learn braille. Betty Brudno was her braille teacher at College of San Mateo

and Peninsula Braille Transcribers Guild. She has an AA from Skyline College in San Bruno and has taken numerous selected courses at San Francisco State University.

Marian has been employed as a transcriber since the early 1960s. She started at Woodrow Wilson in Daly City and now is employed by the San Mateo County Superintendent of Schools as the Large Type Specialist. Ruth Lowy was her mentor for large type. Marian has been the Large Type Specialist for CTEVH for the past ten years.

Fidget, Petunia, and Snowbird are her cats; Snowbird is deaf and Marian communicates with her through sign language. Marian raises beautiful and colorful fuschias and begonias. Cooking is another favorite hobby—she claims the best part of cooking is "sampling" and of course the worst is "dieting" away the sampling. She did get to teach cooking to blind children at a summer school session as part of the summer curriculum and hopes that this course will be part of a summer session again.

CYNTHIA PONTINEN

After teaching some 10 years in a "regular" classroom, Cynthia Pontinen (a student of Sally Mangold) received her VH credential. She is presently a teacher of the visually impaired in the Ventura Unified School District. Although she is currently a Resource Teacher, Cynthia has also "made the rounds" as an itinerant teacher of the visually handicapped.

Fond of foreign travel, Cynthia has toured Europe and Japan. Fond, also, of a "travelin' man", she is married to a marathon runner.

JANE O'CONNOR.

Jane O'Connor Verhage is a lady of many accomplishments. She is the only known survivor of three Conference chairmanships—1974, 1978, and 1982—and is planning her fourth in 1986! She is a past Board Member and past President of CTEVH, recipient, in 1984, of the CTEVH Certificate of Appreciation, and has provided essential coordination of CTEVH correspondence for many years. And works full-time!

Jane is a very native Californian, her grandfather being ". . . the first white child born in beautiful

Scott Valley, Siskiyou County." (See "Meet the Board: Jane O'Connor" in TCT, Spring 1983.)

Jane, herself, was born in Sacramento on Admission Day, grew up in Oakland, Marysville, Alameda, Santa Rosa, Yuba City, and Sacramento. She graduated the University of the Pacific in drama, married, raised three daughters, and has been Director of Volunteers for Braille Institute for many years. She is a lady of great charm, presence, ability, and serenity.

JUDI STOTLAND

Judi is from the "windy city", Chicago. She received her B.S. in psychology at California State University, Northridge.

Judi has two handsome sons, Ari, 14, and David, 11. David has cataracts and glaucoma. As a parent, she felt a strong sense of being isolated because her child has a visual impairment, so she organized the California Chapter of the National Association for Parents of the Visually Impaired (CAPVI). "Parents need a place to go where they can discuss and share how they feel," says Judi. The very first meeting was held in February, 1982. She is the President of CAPVI and serves as Secretary to the National organization.

CAPVI has conducted workshops at its annual conference for the past two years. The workshops

have been well attended by a good many professionals. CTEVH and teachers have been extremely supportive, assisting the organization by directing parents of visually impaired children to CAPVI.

Judi is involved with other committees such as the Preschool Network and Low Incidence Disability Advisory Committee. She is actively involved with the Joint Action Committee, keeping parents informed of state legislation.

Judi had an article published in the JOURNAL OF VISUAL IMPAIRMENT AND BLINDNESS in February, 1984, titled "Relationship Between Parents and Professionals: A Parent's Point of View." Judi serves as Chair of the Parent Cabinet at David's school, Adat Ari El Day School.

When Judi finds a few minutes to spare in her busy schedule, she enjoys needlepoint and reading.

BRUCE HARRELL

Bruce Harrell, now a successful trial lawyer in Los Angeles, was raised in Southern California—Torrance and Beverly Hills—but received no special education services in public school. Retinitis pigmentosa reduced his vision to the partially sighted level at about age 11, leaving him legally blind at age 16.

He became totally blind while living in a cave in the Canary Islands, having arrived there on a hitch-hiking trip around the U.S. and Europe. Since he had set out on the trip to confront his future as blind person, he continued his travels for better than a year before returning to California.

Lacking skills that are normally developed by blind persons in school, he enrolled in the VIP program at the Foundation for Junior Blind, in Los Angeles. There he learned braille and was introduced to orientation and mobility and the young woman who was to become his wife (Rona—now vice-principal for special schools in Northern Los Angeles County), who was doing

her practice-teaching there.

As Bruce puts it, "Naturally, we started out with a quarrel. After all, I had managed to get around Europe by myself as a blind person and had my own way of doing things." Obviously, the quarrels subsided.

After graduating Long Beach State, Bruce took his law degree at UCLA, during which time he helped found (and became first Chairperson of) the Joint Action Committee. Through JAC and his own individual efforts, Bruce has been influential in developing and securing passage of legislation to create better educational opportunities for all "low incidence-handicapped" children (deaf, blind, deaf-blind, orthopedically handicapped, etc.). He currently is head of the Advisory Committee on Low Incidence Disabilities to the state Department of Education.

Bruce still gets around. His favorite pastimes are skiing, backpacking, and fishing. Perhaps his orientation and mobility skills have improved!

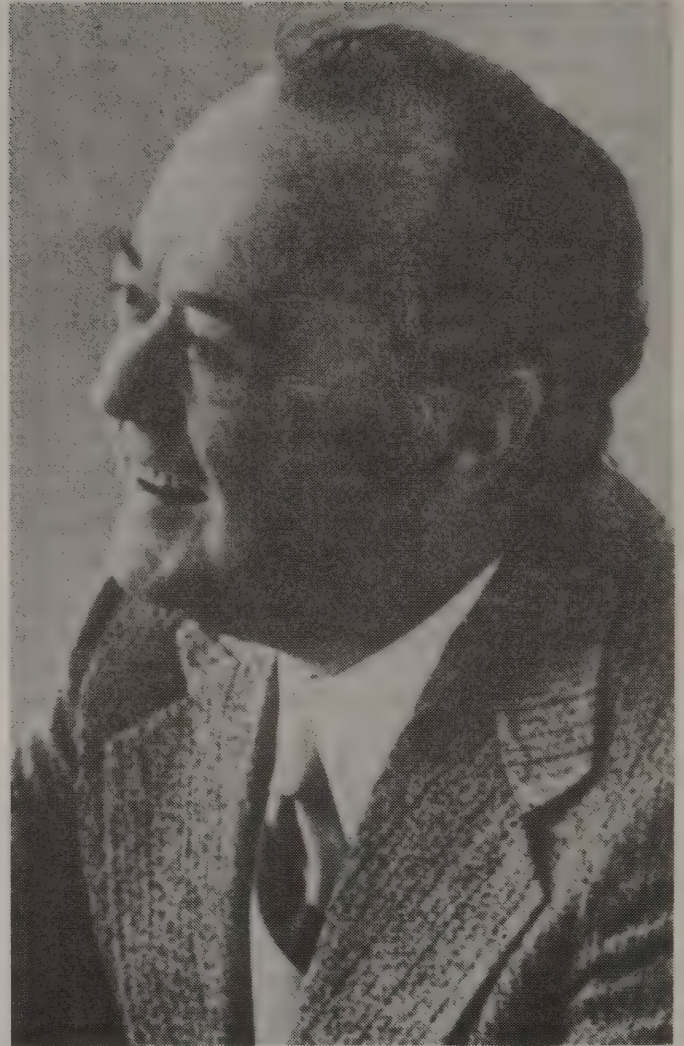
SENATOR MILTON MARKS

Senator Milton Marks, a Republican elected to the 5th Senatorial District in a Special Election in August, 1967, and reelected repeatedly since, already had a distinguished record as an Assemblyman. Although he is a Republican, his continuous reelection from a district which is only slightly over 17 percent Republican, is unprecedented in California's political history. In the 1980 election, Senator Marks won the nomination of both major parties.

A native San Franciscan who comes from a family long associated with California political affairs, Marks was first elected to represent San Francisco's former 21st Assembly District in 1958. In 1966, Governor Edmund G. Brown appointed him to the Municipal Court bench.

Senator Marks' legislative accomplishments are many and varied. His major legislation has included: the Marks-Foran Residential Rehabilitation Act; extension of compensatory education; increasing workers' compensation benefits; safeguarding a voter's right to privacy; financing the construction of new homes with low-interest loans; prevention of election fraud; increasing California's share of foreign commerce; limiting the use of cancer-causing asbestos; a home rehabilitation plan with low-interest deferred payment loans; increasing the emergency loan program for elderly and disabled persons; increasing tax credits for renters; protecting the rights of the disabled; and strengthening the maritime industry.

Senator Marks is Chairman of the Senate Local Government Committee, Vice Chairman of the Housing and Urban Affairs Committee, and serves on the Finance, Judiciary, and Natural Resources and Wildlife Committees. He is Chairman of the Select Committee on Maritime Industry, is a member of the Select Committee on Children and Youth, and the Select Committee on Citizen Participation in Government. In addition, he is Chairman of the Subcommittee on the Disabled. Senator Marks is also a member of the Commission on California State Government Organization and Economy, the Commission on the Status of Women, and the Heritage Task Force.



Milton Marks was graduated from Stanford University with a B.A. degree and began law school at Boalt Hall, when military service intervened. Upon his return to civilian life he attended San Francisco Law School at night while working during the day, and received his L.L.B. degree in 1949.

Senator Marks' wife, Carolene, also a member of a pioneer California family, shares Milton's interest in politics. They have one daughter, Carol, and two sons, Milton III and Edward David.

OUR SPECIALISTS SAY . . .

COMPUTER ASSISTED BRAILLE

[Editor's Note: With the increasing use of computers by transcribers to produce braille there is a concomitant need for expert help and advice. As always, CTEVH has risen to the occasion.

Because it is anticipated that this new area of interest will find many transcribers game but sometimes puzzled, the Board decided to divide the territory, north and south, to provide easier, quicker, and cheaper access to the new specialists in Computer Assisted Braille. Their addresses can be found on the next-to-last page, this issue.

In Southern California, Lou Ella and Norman Blessum have agreed to serve, and in Northern California, Diann and Ken Smith will be ready to help. Not only do we now have Co-Specialists for Computer Assisted Braille, we have two couples serving. That's lots of help, folks!]

IBM PC BRAILLING

When thinking about a computer to do computer braille, be sure to check and see what braille programs are available and what computers they are compatible with.

In the case of the Micro Braille Program, to date, it will work only on an IBM PC and with compatibles, Columbia or Compaq.

The advertising you see stating that a computer is completely IBM compatible may be misleading as far as Micro Braille is concerned. The IBM PC uses a different set of graphics (which is what makes the braille dots on the screen) and unless the computer that is supposed to be IBM compatible has copied these specific graphics, Micro Braille will not work, even though other IBM disks do.

Even the IBM PC Jr. will not operate Micro Braille. The IBM PC Jr. has 128K of memory,

which the program requires, but the problem is it uses 16K of that memory to run the monitor. Also, some of the hardware interface is different.

I hope you will plan to attend workshops we and Bettye Krolick will be giving at Conference in San Francisco covering an introduction to computer braille.

Also at Conference there is to be an IBM PC and Apple Users' workshop. This will be expressly for the transcribers who are now using the Micro Braille Program or the Apple Ed-It Program.

Our Thiel has had a slight problem but is now in operation, again. We will be glad to run off any IBM PC disks (at 20¢ per page). We are not set up to run any Apple disks.

Lou Ella and Norman Blessum
CTEVH Computer Assisted Braille Co-Specialists
Southern California

DECISIONS, DECISIONS . . .

Want to get in on the act, now that you've become aware of computer assisted braille, but can't decide which system to choose?

It's very similar to determining which car to buy. All of them can get you to your destination; you must do the driving. Anyone who has mastered braille can certainly learn to use any of the computer equipment. The

questions you must ask yourself are how much money you wish to invest for ease of operation (automatic shift, power steering, power brakes) and how it fits into your family's lifestyle (stationwagon or Volkswagen).

An IBM PC (not PC jr) or compatible computer, such as Compaq, which is required to run the Blessums' MICRO-BRAILLE program, is the

luxury class way to go. The price is in the \$2500 range. If you have need for a sophisticated computer for business-related purposes and can afford it, then this is an optimal system.

In the moderate category, the Apple computers (II, II+, IIe, and IIC), priced between \$1000 and \$1600, have two software programs available—Stepp's ED-IT and BRAILLE-EDIT from Raised Dot Computing. The Apple class computers have the family style advantage of a wider range of available programs than other computers; from playing bridge for Granny, airplane flight simulation for the pilot, all sorts of games for every age, to learning tools for the young 'uns, and small-business related programs. The "gear shifting" for the braille transcription soon becomes routine and easy.

If you wish to go economy class, there is the TABICAT program written by Hoefer for the Commodore-64, a computer costing under \$500. Because it is less high-powered, it provides fewer automatic functions (crank-down vs. push-button windows), but it is a low cost way to go computer for braille or games.

When purchasing a computer, as with a car, compare prices and repair facilities. They can vary greatly because of dealer competition and special sales. Test drive the computers. There are options on monitor screen color (amber or green). Screen sizes vary, as do the keyboards. Check them out for your

particular needs.

For brailleing, the IBM PC configuration requires 128k memory, a color/graphics adapter board, a 200 line monitor (360 line monitor will not work), and one disk drive with floppy disk adapter. For printed copy, a matrix type parallel printer is needed and for output to a braille embosser an RS232 serial board is required.

To use the Apple system for brailleing, you need 64k bytes of RAM, a high resolution monitor and one disk drive. A super serial card is needed for output to either a printer or an embosser.

The Commodore-64 is a 64k byte computer which needs a monitor and one disk drive to compose braille. An RS232 type output is required for an embosser or printer.

In all cases, two disk drives are better than one and more RAM for any computer means you can run larger programs. The output accessories are not necessary if you send your disks elsewhere for output to paper.

Our next article will deal with software programs for each style of computer. They range in price from about \$50 to \$300, with most selling for \$100.

Diann and Ken Smith
CTEVH Computer Assisted Braille Production
Co-Specialists, Northern California

GO WITH THE FLOW: VERBAL DESCRIPTIONS OF FLOWCHARTS

In the beginning, man created the computer, and it was dumb. If man wanted to show the computer how to accomplish even the most simple task, like placing a phone call for instance, he would need to write out an extensive series of instructions and decisions to be performed in a specific sequence. His "program" would be the same one that you or I use every day: acquire the name of the party to be called; look up the number in the phone directory; is it there?; if not, call the information operator; lift the receiver; listen for the dial tone. . . . Jeez Louise, we haven't even begun the call yet! Man now saw that simple programs could easily become quite complex.

So, on the Second Day, man created flowcharts. With these diagrams, he could make sense of and organize the minutely detailed programs he was composing for his stupid computer. Using a series of instruction boxes connected by lines, he could map out the most logical route for a given program, and ferret out any "wrong turns" before feeding the program to the computer. And man saw that flowcharts were good (even if they did intimidate most recording transcribers).

On the Third Day, man realized that these flowcharts had many other purposes. They could graphically depict the work flow in a

busy office. Science experiments with many steps could be followed to their solution. Financial accounting processes could be traced. With this new tool, man could organize and understand even the intricacies of soap opera plots. And so the flowcharts flourished and filled the pages of instruction manuals and textbooks of all kinds around the world.

On the Fourth Day (the grim eventuality), a recording transcriber encountered a flowchart in a textbook (see figure 1). And when he saw that the shape of each box in the flowchart determined the flowchart user's actions, he went to the Good Book (Webster's New Collegiate

Dictionary), and found a key to flowchart symbols (see figure 2). And to organize his description, he numbered the boxes beforehand in the order in which he would read them. And to preserve the train of thought in his flowchart as much as possible, he kept his description concise and put extraneous or explanatory information before the start of his description. Yea, and last but not least, it was decided that as he described the flowchart, he would check off each box as it was read so he didn't forget one along the way. And with these guidelines in mind, he set his alarm clock and went to bed.

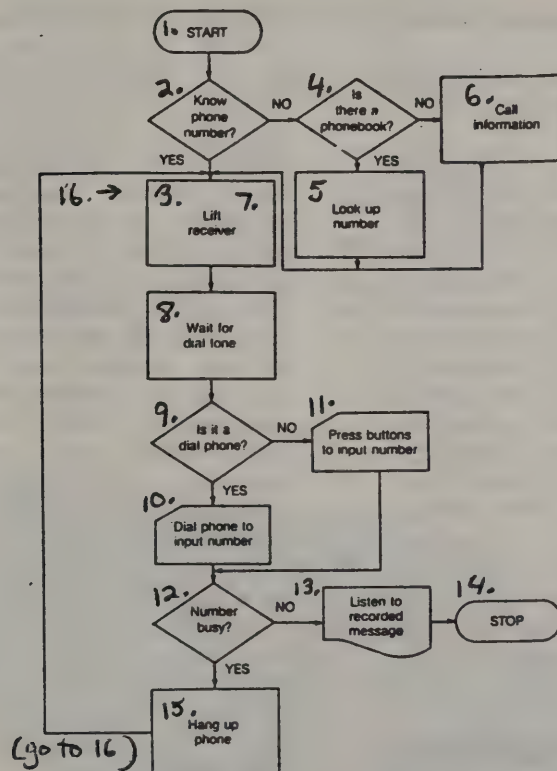


Figure 1: Using the telephone to find out the time from a recorded message. (Source: Bits 'n Bytes About Computing: A Computer Literacy Primer by R.S. Heller and C.D. Martin. Computer Science Press, Rockville, MD: 1982.)

- TERMINAL. Marks the beginning and the end of the flowchart.
- PROCESSING. Indicates the performance of a given task
- ▢ MANUAL OPERATION.
- ◇ DECISION. Indicates a juncture at which a choice must be made.
- ▭ ANNOTATION. Connected to the flowchart proper by a dotted line.
- CONNECTOR. Used to indicate common points in the flow when connecting lines cannot be drawn.
- ▢ INPUT/OUTPUT. This is the general symbol for input/output. It may be replaced by one of the more specific symbols below.
- ▢ PUNCHED CARD
- ▢ PUNCHED TAPE.
- MAGNETIC TAPE.
- ▢ MANUAL INPUT. Usually indicates a keyboard device.
- DISPLAY OUTPUT. Indicates a video display.
- ▢ DOCUMENT. Indicates output from a printing device (as a line printer).
- ▢ ON-LINE STORAGE. Indicates a mass storage unit (as a drum or disk).
- ▽ or ▽ OFF-LINE STORAGE. Indicates data storage that cannot be accessed directly by a computer.
- ↑ DIRECTION OF FLOW. Arrowheads need not be used when direction of flow is from top to bottom or from left to right.
- COMMUNICATION LINK. Indicates a transfer of data from one location to another (as by a telephone connection).

Figure 2: **Flowchart symbols**

Source: Webster's New Collegiate Dictionary

And lo, on the Fifth Day, he begat a description:

Figure one. Using the telephone to find out the time from a recorded message.

Notes to the description: In the diagram, a terminal box is oval-shaped.* A decision box is diamond-shaped. A processing box is a rectangle. An input box** is a rectangle with a top corner cut off to resemble a punched card. An output box** is a rectangle except for the bottom edge which is a gently waved line. Directional lines which connect boxes are expressed by the phrase "go to". All questions are contained in decision boxes; their box labels, therefore, will not be mentioned. All commands are contained in processing boxes unless stated otherwise.

This flowchart has fourteen instruction boxes. The chart begins at the top of the page with a terminal box labeled START. From START, go to KNOW THE PHONE NUMBER? If YES, go to LIFT RECEIVER;

if NO, go to IS THERE A PHONE BOOK? If YES, go to LOOK UP NUMBER; if NO, go to CALL INFORMATION.*** From either of these boxes go to the LIFT RECEIVER box previously mentioned. From LIFT RECEIVER, go to WAIT FOR DIAL TONE. Then go to IS IT A DIAL PHONE? If YES, go to an input box labeled DIAL PHONE, TO INPUT NUMBER; if NO, go to an input box labeled PRESS BUTTONS TO INPUT NUMBER. From either input box, go to NUMBER BUSY? If NO, go to an output box labeled LISTEN TO RECORDED MESSAGE; then go to terminal box labeled STOP. If YES, go to HANG UP PHONE; then go back towards the beginning of the flowchart to LIFT RECEIVER and repeat process from that box. Return to text.

And if, late in the afternoon of the Fifth Day, the recording transcriber saw that the author was interested only in conveying the meaning and content of the flowchart, he could use a simpler, more transliterated description. (Notice how much easier this next description is to follow!)

*Shapes of boxes would be given only in basic, introductory-type texts.

**Though this box is referred to by a different name in Webster's Dictionary, the term used in this description follows the term given in a key from the diagram's accompanying text.

***I know! I know! How can you CALL INFORMATION if you don't know the routine following? Well, the world isn't perfect, and neither is this flowchart.

Figure One. Using the telephone to find out the time from a recorded message.

The flowchart starts with a question: KNOW THE PHONE NUMBER? If the phone number is known, then lift the receiver. If it isn't known, is there a phone book? If there's a phone book, then look up the number. If there isn't a phone book, then call Information. When you have the phone

number, lift the receiver, and wait for the dial tone. Is it a dial phone? If it is, then dial the phone to input the number; if it isn't, press buttons to input the number. Is the number busy? If not, listen to the recorded message, and then stop. If it's busy, hang up the phone, lift the receiver, and repeat the process. Return to text.

Well, that shoots the Fifth Day. Amen, and thank goodness for the weekend!

Leslie Burkhardt
CTEVH Recording Specialist

MORE ON TO EMBOSS OR NOT TO EMBOSS

Whenever a transcriber comes to an illustration in print, decisions have to be made. In GUIDELINES FOR MATHEMATICAL DIAGRAMMS (GMD) there is a chapter headed "To Emboss or Not to Emboss" that has guidelines for making decisions about the inclusion or omission of embossed diagrams.

Consider these two pages from a social studies workbook.

MAP A

California and the Growth of the United States

► Check the maps on pages 129 and 135 in your textbook for the information you need to label the following items on the map on this page.

1. Locate and label the following bodies of water:
Atlantic Ocean
Pacific Ocean
Gulf of Mexico

Gadsden Purchase
Mexican Cession
Texas Annexation

2. Color, label, and put in dates of:
Louisiana Purchase
Oregon Country

3. Locate and label Mexico and Canada.

4. Draw in and label:
Route of Jedediah Smith
Route of Donner Party

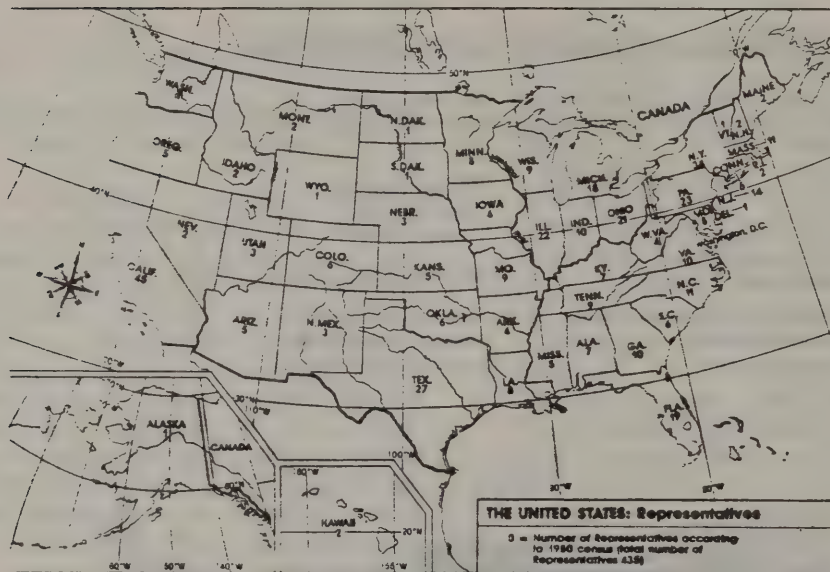


MAP B

State Representation in Congress

► The map on this page shows the number of representatives each state has in the United States House of Representatives. This number is based upon population. Study the map and then write T or F to show whether each sentence below is true or false.

- | | |
|---|--|
| _____ 1. California has 45 representatives. | _____ 6. More people live east of the Mississippi River than west of it. |
| _____ 2. Alaska and Vermont each have one representative. | _____ 7. Hawaii has six representatives. |
| _____ 3. Ohio has 31 representatives. | _____ 8. More people live in Montana than in Wyoming. |
| _____ 4. The number of representatives is based on the 1980 census. | _____ 9. New Jersey has twice as many representatives as Alabama. |
| _____ 5. New York has more representatives than California. | _____ 10. Nebraska has twice as many representatives as Colorado. |



Map A. Here the student must perform several operations on the map. In the GMD, Guideline #1 states that "Text-related diagrams should be directly embossed as a whole if it is necessary to produce the original shapes and textures and the total form in such a way as

- to convey the concept illustrated
- and/or to perform some operation prescribed by the text."

It is clear that for the student to fulfill this assignment successfully he needs a map to work on.

Map B. Guideline #5 in the GMD states that "A diagram should be omitted and briefly described in a transcriber's note if

- it is not necessary to maintain the original shapes and textures or to use coded symbols in order to convey the concept illustrated or to perform an operation prescribed by the text
- and the information in the transcriber's note will be of value to the braille reader."

In this case there is no way the map could be presented without an extensive key, and when you had made your key you would realize that it contains almost all of the information the student needs to fulfill his assignment. So—in this case, write a transcriber's note that the map has been omitted and list the states in alphabetical order with their number of representatives—one list for states west of the Mississippi and one list for states east of the Mississippi.

GUIDELINES FOR MATHEMATICAL DIAGRAM is available from the National Braille Association, 1290 University Ave., Rochester, NY 14607. Price: \$9.50 plus \$1.00 for postage and handling.

Jane M. Corcoran
CTEVH Tactile Illustration Specialist

PRELIMINARY PAGES IN TEXTBOOK FORMAT

CORRECTION FOR TEXTBOOK TITLE PAGE TCT, Winter 1984, page 115

The textbook title page should have "p#1" (lower-case p number-sign one unspaced) right justified on line 25 as the running braille page number (see example, reprinted, below). The "p" in this case refers to "preliminary" page.

A. TEXTBOOK FORMAT TITLE PAGE

ALL THINGS WISE AND WONDERFUL	1
	2
	3
By	4
JAMES HERRIOT	5
	6
With Permission of the Publishers	7
Bantam Books	8
New York	9
Copyright 1977 by James Herriot	10
Also copyright 1976	11
All Rights Reserved	12
	13
	14
Transcribed, 1984 by	15
Your Name	16
California Transcribers for the Blind	17
Anytown, California	18
	19
	20
In Five Volumes	21
Volume II	22
Braille pages p1-3 and 85-160	23
Print pages 96-135	24
p#1	25

B. LITERARY TITLE PAGE

ALL THINGS WISE AND WONDERFUL
By
JAMES HERRIOT
With Permission of the Publishers
Bantam Books
New York
Copyright, 1977
By James Herriot
Transcribed in English Braille
By
Your Name
California Transcribers for the Blind
Anytown, California
In Five Volumes
Volume II
Pages i-ii and 96-188
Under the Sponsorship of
Anytown Unified School District
Anytown, California
1984

(The list of preliminary pages and the order in which they should appear is on page five of TBF*, Rule II §5.)

THE PRELIMINARY PAGES IN VOLUME ONE

Title page. (TBF Rule II §6, page 5. Model on pages 6-8.) The title page is always "p#1" and the number is to appear on line 25 right justified. (Make a note on page 5 in your TBF about "p" number; place it on the line that starts "Inclusive print pages . . .")

Continuation Title page. This page will have any copyright or other required information which cannot be fitted on the title page, including previous copyright dates, copyright holders, publishers, etc.

Certain material printed inside the front and back covers of the text. This material would be important to the text and not repeated elsewhere in the body of the text.

Example: Book is about Civil War and lists the battles in chronological order on the end paper and fly leaf.

Special symbols. (TBF Rule II §9, page 8. Model on page 9.) The list of special symbols, if any, used by the author and their braille equivalents. This page would include, if necessary, and under separate heading, "Special symbols created by the transcriber." It is suggested that this list appear in each volume; sometimes the student has to answer a question which uses a symbol although the author did not use it in that particular volume. Special symbols usually take only a page or two. If this runs to 10 or 15 pages, check with your textbook consultant.

Transcriber's note. (TBF Rule II §10, page 10.) This page lists the special braille usages and formats used in transcribing the entire text.

Table of Contents. (TBF Rule II §11, pages 10-12. Models on pages 12 through 28.) The COMPLETE Table of Contents for the entire book should be included in Volume I.

THE PRELIMINARY PAGES IN VOLUME TWO AND SUBSEQUENT VOLUMES

Title page.

Special symbols page. It is suggested that the entire list be included in each volume.

Transcriber's notes.

Table of Contents. Just what appears in this volume, only.

NOTES ON NOTEBOOKS

I keep a notebook. I use a stenobook because it has 25 lines on each page and each page has a line down the middle. I write a working title page leaving the last five lines blank. I head one column "Special Symbols" and the other "Transcriber's Notes". Then I start to pre-structure the book. I look for footnotes, format, italics, boldface, colored type, arrows, dots, etc. I note these and the pages on which they appear in my notebook, the braille symbols to be used and the place in the TBF I found them. If someone else has pre-structured the book, I still make the same notes, because then I am familiar with the braille symbols and format when I finally sit down to braille.

A plea to transcribers who use the computer. How are you setting up your notebooks? On three pages? My system of two notebooks is very clumsy since I don't have all the computer information in my head or the TBF memorized.

SEE YOU AT CONFERENCE!!

Billie Anna Zieke
CTEVH Textbook Format Co-Specialist
Kindergarten-8th grade.

*CODE OF BRAILLE TEXTBOOK FORMATS
& TECHNIQUES, 1977

LARGE TYPE

People are having problems finding large type typewriters—not only in this country, but in other countries, as well. I am collecting some very interesting stamps along with the typewriter inquiries.

California Retyping Co. (CRC), 2240 Colby Ave., Los Angeles 90064, (213) 477-3960 continues to adapt and recondition IBMs to good 18-point, 6-pitch or 12-pitch spacing. The type is 3/16" high or about 13-14 point. This machine might work well for a student to whom spacing is more important than size of type.

IBM, Silver Reed, and other manufacturers still produce an Orator type (all caps)—some of which are 10-pitch, 14-point.

MTC Office Machines, 584 O'Farrell ST., San Francisco 94109, (415) 775-9250, has a variety

of 6-pitch, 18-point machines on hand at this time.

There are several manufacturers who produce elements (balls) and print wheels (daisies) for typewriters. To date, I have not found one who can make an 18-point type which will work with currently made typewriters. Will keep trying on this—it may be the answer to future supply of large type typewriters.

I am in dire need of a copy of Ruth Craig's LEARNING THE NEMETH BRAILLE CODE published by Brigham Young University Press, Provo, Utah. It is now out of print. If someone has a copy that I could purchase, please let me know. Or could someone lend a copy which I could photocopy? This is a good teaching manual. Thanks!

Marian Wickham
CTEVH Large Type Specialist

"TRIVIA"

Are any of you into "Trivial Pursuit"? If so, see how many "trivial" questions you can come up with that might be appropriate for a Braille Edition. It could provide an interesting exercise for your own group.

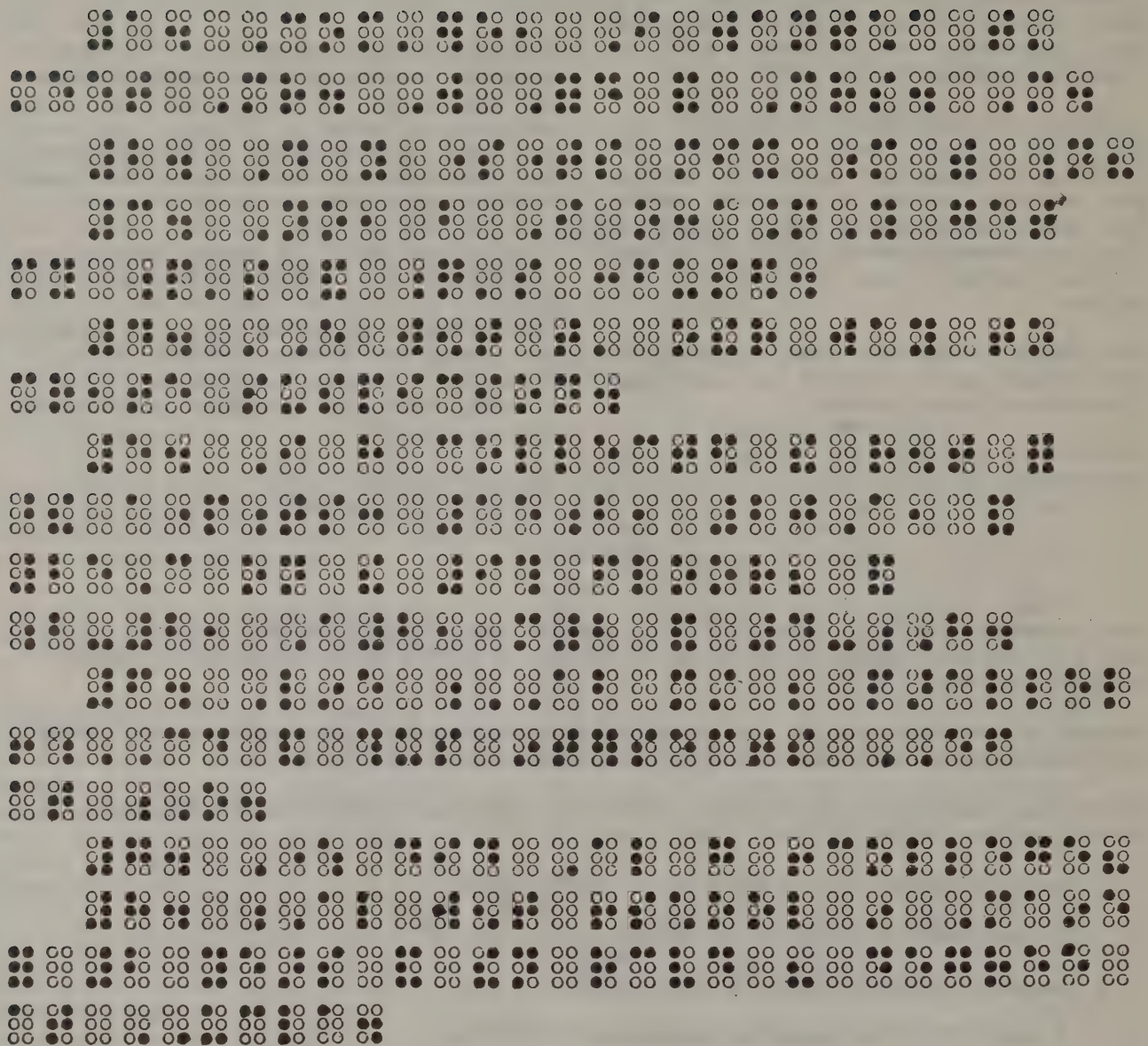
Speaking of exercises, you may want to try the few sentences below as practice for the coming conference Literary Braille workshop. Trivial, but perhaps thought provoking.

Incidentally, you should be jotting down problems or questions for discussion at Conference. It's certainly not too soon to be thinking of it.

1. Com'ere, I wantcha t' meet Mr. Will Ford and Mrs. More.
2. Do you sometimes mix "m" with "n"?
3. No, but I occasionally get my ps and qs confused.
4. 'E went t' other way to quell all questions about direction.
5. I have collected the rent for these apartments: 15b, 20A, and 25c on the 9th floor; and b-2, A2, m2 and 4-H.
6. Line AB must be parallel to CD and thus intersects EF at O.
7. Where did Al go to college?
8. Al went to school in Maine for 2 years and then received his degree at UCLA.

If you should need them, the sentences are reproduced in simulated braille below.

Elizabeth Schriefer
CTEVH Literary Braille Co-Specialist



LITERARY BRAILLE: MORE CRAFTY SUGGESTIONS

The grapevine is our most useful tool—it stretches from idea to idea and from transcriber to transcriber to teacher to reader to whatever may be needed.

Our thanks to Lou Ella Blessum (of the Blessum Program for computer-produced braille transcribing) for the following additional comments and suggestions about braille knitting and crocheting patterns (my comments in parentheses):

"In brailleing these patterns myself, I have not found it necessary to use letter signs for K-knit, P-purl when standing alone as the context of the subject matter makes the meaning perfectly clear." (You may wish to mention this to the client when you first start assignment.)

"Also I use the contractions for st and ch when standing alone for the same reasons. For sl st, I use ss, which was suggested at an NBA Conference in September, 1981. I am enclosing this list of abbreviations for you to look over. I, of course, list the abbreviations used at the beginning of the pattern or book.

"I know nothing is supposed to be attached to an asterisk, but when Barbara Webster was proofing a pattern for me she said it made it much clearer in the following instance to have the comma come after the asterisk, to make it all inclusive:

Repeat color sequence once, working: * 18 rows A, 6 rows B,
4 rows C, 8 rows D, 8 rows E *, 4 rows C, 10 rows B.

"Also, when it says: Rep between *'s, once. I put: in/in's. . . . I believe it's perfectly readable, under these circumstances.

"NBA instructions say to start each row in 3rd cell, runovers margin. I think this is a matter of preference for the Client. . . .

". . . these are only suggestions, not rules. It is what the client wants that is important. . . ."

Following is a copy of the NBA workshop hand-out and the page of suggested abbreviations. We hope this will make your craft-instructions assignments an easy task. All people who delight in working with their hands bring joy also to the fortunate recipients of their skilled handiwork.

"Let the work of her hands praise her in the gates."

Norma L. Schecter
CTEVH Literary Braille
Co-Specialist

(from the NBA 1981 Workshop)

INSTRUCTIONS FOR KNITTING AND CROCHET PATTERNS

- 1) Centre (sic) headings: Pullover; Back.
- 2) Start EACH row in 3rd cell with carryover to the margin, for heading such as to shape neck: begin it in 3rd.
- 3) Follow print for introduction but use abbreviations elsewhere, even though print does not.
- 4) Use asterisk symbol before and after a set of directions that is to be repeated.
- 5) Abbreviation to be used in braille with no space after it before numeral sign and number: K#5
- 6) End patter with 12 middle C's centred (sic).

N.B. No capital signs for abbreviations.

alt - alternate
BEg - beginning
CH - chain
cr - crochet
dec - decrease
dc - double crochet
dtr - double treble
g-ST - garter stitch
hdc - half double crochet
htr - half treble
INc - increase
INcl - inclusive
k - knit
kfb - knit into front and back of next stitch
mST - moss stitch
m#1 - make one (pick up loop below next
stitch and knit)
n - narrow
ndl(s) - needle(s)
pssso - pass slip stitch over
p - purl
Pat - pattern

pfb - purl into front and back of next stitch
puk - pick up and knit
rem - remaining
rep - repeat
sc - single crochet
sk - skip
sl - slip
sp - space
ss - slip stitch
ST - stitch
STs - stitches
ST-ST - stocking stitch
tbl - through back of loop
tr - treble
ttr - triple treble
tgr - together
WF - wool forward
wrn - wool round needle
YO - yarn over
Yoh - yarn over hook
Yrn - yarn round needle

[illegible]

EXECUTIVE BOARD 1984-85

President: ROBERT DODGE 65 Linaria Way, Menlo Park 94025
Vice-President: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Secretary: LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS	152 Hamilton Ct., Los Altos 94022
C. ROBERT CALHOUN	6404 Linda Vista Rd., San Diego 92111
BOB ELFORD	4097 39th Ave., Oakland 94619
JIM FISHER	760 E. Robinwood, Fresno 93710
LIL GARDNER	7046 Park Manor Ave., North Hollywood 91605
ROSE KELBER	538 W. El Morado Ct., Ontario 91762
JOAN S. LEVY	339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON	3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON	114 Peony Ct., Fremont 94538
MARIAN WICKHAM	1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE	2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR	(ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR	(ex officio) 721 Capitol Mall, Sacramento 95814
LEAH MORRIS	(ex officio) 3928 Sunny Oak Rd., Sherman Oaks 91403

CTEVH SPECIALISTS

BRAILLE

Computer Assisted:	LOU ELLA & NORMAN BLESSUM (805) 492-1003
(South)	955 Camino La Maida, Thousand Oaks 91360
	DIANN & KEN SMITH (415) 968-7595
(North)	1900 Orange Tree Lane, Mountain View 94040
Literary:	NORMA L. SCHECTER (714) 536-9666
	8432 Northport Dr., Huntington Beach 92646
	ELIZABETH SCHRIEFER (916) 486-9242
	751 El Encino Ave., Sacramento 95864
Mathematics:	LEAH MORRIS (213) 274-3443
	3928 Sunny Oak Road, Sherman Oaks 91403
	JOYCE VAN TUYL (415) 962-9494
	854 Jordan Ave., Apt. E., Los Altos 94022
Tactile Illustration:	JANE CORCORAN (415) 851-2122
	400 Old La Honda Rd., Woodside 94062
Textbook Format (H.S. & over) and Foreign Lang.	ELIZABETH C. SMITH (415) 592-4982
Textbook Format (Kindergarten & 8th Gr.)	1920 Notre Dame Ave., Belmont 94002
	BILLIE ANNA ZIEKE (714) 776-6754
	2115 W. Judith Lane, Anaheim 92804

LARGE TYPE AND ENLARGED DRAWING

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015

RECORDING

LESLIE BURKHARDT (213) 663-1111
Braille Institute
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Historian: DONNA COFFEE

Membership: Lil Gardner

EXECUTIVE BOARD 1984-85

President: ROBERT DODGE 65 Linaria Way, Menlo Park 94025
Vice-President: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Secretary: LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS	152 Hamilton Ct., Los Altos 94022
C. ROBERT CALHOUN	6404 Linda Vista Rd., San Diego 92111
BOB ELFORD	4097 39th Ave., Oakland 94619
JIM FISHER	760 E. Robinwood, Fresno 93710
LIL GARDNER	7046 Park Manor Ave., North Hollywood 91605
ROSE KELBER	538 W. El Morado Ct., Ontario 91762
JOAN S. LEVY	339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON	3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON	114 Peony Ct., Fremont 94538
MARIAN WICKHAM	1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE	2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR	(ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR	(ex officio) 721 Capitol Mall, Sacramento 95814
LEAH MORRIS	(ex officio) 3928 Sunny Oak Rd., Sherman Oaks 91403

CTEVH SPECIALISTS

BRAILLE

Computer Assisted:	LOU ELLA & NORMAN BLESSUM (805) 492-1003
(South)	955 Camino La Maida, Thousand Oaks 91360
	DIANN & KEN SMITH (415) 968-7595
(North)	1900 Orange Tree Lane, Mountain View 94040
Literary:	NORMA L. SCHECTER (714) 536-9666
	8432 Northport Dr., Huntington Beach 92646
	ELIZABETH SCHRIEFER (916) 486-9242
	751 El Encino Ave., Sacramento 95864
Mathematics:	LEAH MORRIS (213) 274-3443
	3928 Sunny Oak Road, Sherman Oaks 91403
	JOYCE VAN TUYL (415) 962-9494
	854 Jordan Ave., Apt. E., Los Altos 94022
Tactile Illustration:	JANE CORCORAN (415) 851-2122
	400 Old La Honda Rd., Woodside 94062
Textbook Format (H.S. & over) and Foreign Lang.	ELIZABETH C. SMITH (415) 592-4982
Textbook Format (Kindergarten & 8th Gr.)	1920 Notre Dame Ave., Belmont 94002
	BILLIE ANNA ZIEKE (714) 776-6754
	2115 W. Judith Lane, Anaheim 92804

LARGE TYPE AND ENLARGED DRAWING

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015

RECORDING

LESLIE BURKHARDT (213) 663-1111
Braille Institute
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Historian: DONNA COFFEE

Membership: Lil Gardner

LIFE MEMBERS

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Paul Furnas
Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood

Russell M. Kirbey
Rose Kelber
Bernard M. Krebs
Bettye Krolick
Mabelle McMahon
Leah Morris
Miriam Nelson
Evelyn Olgiati
Estelle Palm
Lila Queen
Barbara Blatt Rubin

Norma L. Schechter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Fred L. Sinclair
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN & KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

CTEVH CERTIFICATES OF APPRECIATION

1974 VOLUNTEERS OF VACAVILLE
BRAILLE INSTITUTE OF AMERICA
1975 ESTHER FOX
MARIE ERICH
1976 NORMA L. SCHECTER
1977 BOB DASTEEL
DONN SPENCER
1978 MARY DEGARMO
BETTY BRUDNO
EVELYN OLGATI
1979 RUTH LOWY
1980 ETHEL SCHUMAN
DIANE MEYER
1981 CARL LAPPIN
1982 BARBARA BLATT RUBIN
BILL BRIGGS
MICHAEL LANDON
1983 AIKIN CONNOR
CAROLYN "CHRIS" MACKEY
1984 BERNARD M. KREBS
JANE O'CONNOR VERHAGE

DISTINGUISHED MEMBER

1984 FRED L. SINCLAIR

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues: \$8.00 (U.S. Funds) New ☐ Renewal ☐ Life Membership (\$150) ☐
Katie N. Sibert Memorial Scholarship Fund ☐ \$ _____. Make check payable to CTEVH.
NAME _____

ADDRESS _____
(street) (city) (state) (zip)
☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVE.
LOS ANGELES, CA 90029

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

**SUMMER
1985**

**CTEVH COMPUTERIZED BRAILLE
PRODUCTION CENTER. P. 40**

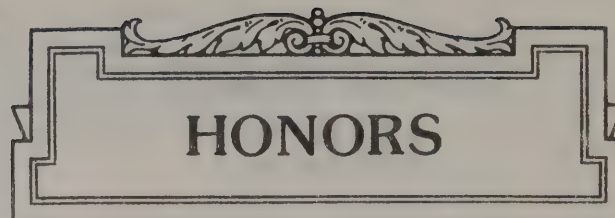
CTEVH AWARDED TWO GRANTS FOR COMPUTERS. P. 48

**THE
CALIFORNIA
TRANSCRIBER**



The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

M. MURIEL BRIGHT, Carmichael (Braille Transcribers, Sacramento North Area)

RHODA F. BRUETT, Davis

LESLEY FLEISHHACKER, San Francisco

MARY GRAF, Sacramento

MARION ROY MCARTHUR, Los Gatos

BERTHA A. MERRITT, Fairfax

VIRGINIA W. MITCHELL, Moraga

LINDA A. TABOR, San Rafael

SPECIAL RECOGNITION

LEAH MORRIS (San Fernando Valley Braille Transcribers Guild) was presented with an Award of Appreciation plaque by the Braille Institute at the annual Volunteers' Tea in April, 1985.

A dinner was given in honor of **SIXTH DISTRICT, CALIFORNIA PTA, BRAILLE TRANSCRIPTION PROJECT** by the Cupertino Fremont Council of PTA and an award of recognition to the group for their service to the children and youth of Santa Clara County, 1985.

A special award was presented to **KEN SMITH** by the Sixth District, California PTA, Braille Transcription Project (North Branch):

Ken Smith is our mentor; we shall not WHAT?

He maketh us to sit down and boot programs;

He leadeth us beside dual disk drives;

He restoreth our serial cards.

He guideth us in the paths of system savers for our readers' sake.

Yea, though we walk through the valley of the shadow of delete,

We will fear no error, for he is with us.

He doth enter and save to comfort us.

He prepareth a cable for us in the presence of no interface.

He hath annointed our disks with DOS;

Our printers runneth over.

Surely, insert and backup shall follow us all the pages of our texts

And we shall dwell in the files of debugged forever.



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

SUMMER 1985

VOLUME XXIX, NO. 2

INSIDE STORY

HIGHLIGHTS OF BOARD MEETING	38
FIRST "KATIE" SCHOLARSHIP AWED	38
CALL FOR WORKSHOPS, CONFERENCE XXVII	39
CTEVH CAMP	39
ATTENTION CALIFORNIA TRANSCRIBERS	40
COMPUTERIZED EMBOSsing BY CTEVH	40
GIFTS AND TRIBUTES	41
CTEVH FINANCIAL STATEMENT	42

OUR SPECIALISTS SAY

WHAT, NEVER . . . WELL, HARDLY EVER	JOYCE VAN TUYL	42
AND A DASH OF . . .	ELIZABETH SCHRIEFER	43
LARGE TYPE	MARIAN WICKHAM	44
DID YOU GET THE POINT?	JANE CORCORAN	45
LITERARY BRAILLE	NORMA L. SCHECTER	46
A SOFT(WARE) TOUCH	DIANN & KEN SMITH	47
IBM PC BRAILLING	NORMAN & LOU ELLA BLESSUM	48

NEWS OF GROUPS

GROUP ACTIVITIES	51
INTERESTING TRANSCRIPTIONS	52
NEW OFFICERS	53
BRAILLE TRANSCRIBING CLASSES	54

SACRAMENTO FILE

NEWS FROM CDHS	FRED L. SINCLAIR	56
----------------	------------------	----

CONFERENCE REPORTS

I HAD A GOOD TIME, DID YOU?	PHIL HATLEN	58
YOU'VE COME A LONG WAY, BABY	JANE CORCORAN	58
A PARENT'S VIEW	MARIAN WICKHAM	60

WORKSHOP REPORTS

EARLY COMMUNICATION BETWEEN MOTHERS AND THEIR VISUALLY IMPAIRED INFANTS, #107	62
VISUALLY IMPAIRMENT: A FAMILY AFFAIR, #204	64
INSERVICING CLASSROOM TEACHERS, #208	64
MEETING SENSORY MOTOR NEEDS IN AN ORIENTATION AND MOBILITY PROGRAM, #301	65
MAKING TIME FOR LIVING SKILLS, #501	65
COPING WITH STRESS, #503	66
LITERARY BRAILLE, #506	66
THE PRODUCTION OF SPECIALIZED MATERIALS FOR THE VISUALLY IMPAIRED, #507	67
THE LIVING SKILLS CENTER, #604	69
ON THE (COUNTRY) ROAD AGAIN, #706	70
APH/CDHS UPDATE, #704	71
TEACHING ACADEMIC SKILLS INVOLVES MORE THAN BEING A TUTOR, #801	72
COMPUTER ACCESS BY THE VISUALLY IMPAIRED, #804	73

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPISTS: LINDA GARTON, DOROTHY JOE

BRaille TRANSCRIPTION: DORIS PONTAC

BRaille DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

MAILING: BILL BRIGGS, DON WHITE

EDITORIAL BOARD: BARBARA BLATT RUBIN, ELIZABETH SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1985 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR

CTEVH PUBLICATIONS

721 CAPITOL MALL

SACRAMENTO, CA 95814

INSIDE STORY

HIGHLIGHTS OF BOARD MEETING

Two Board meetings were held during Conference XXVI in March. The following are significant Board actions taken in both meetings. Board voted funds to update and reprint ACCESS ...

Board voted to spend not more than \$25,000 to establish a central braille production facility, details and decisions to be worked out by committee: Bob Dodge, Lavon Johnson, Donna Coffee, and Diann Smith. Bettye Krolick will serve as consultant.

Operating budget of \$22,050, adopted at Fall Meeting was amended to include \$500 to a project to develop funding for acquisition of microcomputers.

The CTEVH CAMP program was funded at a level of \$5000.

Board regretfully accepted resignation of Betty Smith as Textbook Format and Foreign Language Specialist. Billy Anna Zieke will continue as sole Textbook Format Specialist and a search will be made for a Foreign Language Specialist.

Conference site for 1986 was established as the Los Angeles Airport Hilton, with dates of March 20-22. Jane O'Connor and Fred L. Sinclair will repeat their famous performances as co-chairs for Conference XXVII.

FIRST "KATIE" SCHOLARSHIP AWARDED

The first scholarship provided by the Katie N. Sibert Memorial Scholarship Fund was awarded at Conference XXVI.

At the luncheon and business meeting on Saturday, March 23, Maureen Reardon presented the award to Jeffrey W. Jones of San Andreas, California. Jeff has had various kinds of teaching experiences, working with students of all ages and with many different handicaps. He has been a classroom aide and transcriber and has completed (San Francisco State University) much of the professional training required for the credential to teach visually handicapped students.

In developing the scholarship program, the committee—Bob Elford, Jim Fisher, Sally Mangold, Maureen Reardon, and Fred Sinclair—established the requirement that candidates must be enrolled or eligible to enroll in a program leading to the credential to teach visually handicapped students in California. Special consideration was given

to present and past experiences with the visually handicapped, current academic status, and present teaching position. Letters of nomination were solicited from applicants or others which related the applicants' experiences, community involvement, professional activities, personal interests, and other honors or awards.

The scholarship is made possible by the fund established to memorialize Katie N. Sibert, teacher and consultant with Stanislaus County schools, who was known internationally for her work in teacher preparation. The fund continues to grow with the contributions of CTEVH members who find it an appropriate way to recognize the passing of friends and family. Many members, too, have "rounded off" their annual dues payments to \$10, which also helps build the fund.

It is hoped that in time, if contributions continue and grow, that more than one scholarship might be awarded in the future.

**CALL FOR WORKSHOPS/PRESENTATIONS
CTEVH CONFERENCE XXVII
LOS ANGELES MARCH 20-22, 1986**

Conference Theme: **SHIFTING GEARS FOR ADVANCING TECHNOLOGY** **DEADLINE FOR RECEIPT OF PROPOSALS: SEPT. 16, 1985**

Members interested in organizing a workshop, presentation, or panel are invited to submit their proposals to Conference Co-Chairperson:

Fred L. Sinclair
721 Capitol Mall
Sacramento, CA 95814

Although many different topics will be addressed in the conference, proposals which focus on the theme will be given special consideration. Time segments will include 1½ hour, 2 hour, and 2½ hour periods. Formats may be workshop, single presentation, or panel presentation.

WORKSHOP PROPOSAL FORM

Title of Presentation/ Workshop: _____

Name of Proposer: _____

Position/Title: _____

Address: _____

Agency Affiliation (School District, etc.): _____

Business Phone: _____ Home Phone: _____

Type of Presentation: _____ Workshop _____ Panel Presentation _____ Single Presentation

Time Segment Desired: _____ 1½ hours _____ 2 hours _____ 2½ hours

Summary of the Proposed Presentation

Attach one copy of a brief description (200-500 words) of the proposed presentation to this form. If applicable, indicate other participants on the program and their roles. Include the following information for each: Name, employer, address, program role.

(Retain a copy of this proposal form and presentation summary for your records.)

DEADLINE: SEPT. 16, 1985

CTEVH CAMP

The summer program, Campus Activities in Media Processing, is about to begin. Teachers are ready, students are ready, volunteers are ready, and soon all will be gathered together on the campus of the California School for the Blind in Fremont for the first program of its kind to be held in the U.S.

Included in the three-week experience will be field trips, recreation, social and life skills, as well as concentrated work on reading skills. High school students (and 1985 graduates) will come away with new skills, new friends, and new interests.

A full report on CAMP will be published in the Fall issue of TCT.

ATTENTION CALIFORNIA TRANSCRIBERS

To those WANTING computer assisted braille programs and present USERS of Computers for transcribing.

C.T.E.V.H. COMPUTER ACQUISITION COMMITTEE is trying to gather data to determine the interest and extent of computer assisted braille in California. **This is the same questionnaire some of you turned in at March 1985 Conference. Will others please help us by filling out the following and mailing to:

(Mrs.) Elinor Savage, 350 Andorra Way, Cathedral City, CA 92234

NAME _____

ADDRESS _____

City

Zip

Group/School Affiliation _____

Certified In _____

Volunteer _____

Paid _____

I produce (approx.) _____ pages braille per month

Computer used _____ Program used _____

Type Embosser _____ and/or Printer _____

Paperless Brailier used _____

I want a computer for braille use _____

I'm interested in 1-2-day Computer Braille Seminar _____

Especially: Textbook _____ Math _____ Music _____

can/will purchase a computer _____ (\$1800-\$3000)

COMPUTERIZED EMOSSING BY CTEVH

CTEVH and the Sacramento Braille Transcribers have joined to provide a central braille embossing center for computer-produced braille. A new organization, to be known as "CompuBraille, Inc." is proposed to oversee and coordinate the work of the Sacramento group in the new venture. Space for the facility will be shared with the SBT in a former school building in Sacramento where SBT has been housed for some time.

CTEVH Board Member Lavon Johnson and fellow SBTer Claudia Nichols have been active in developing this project, along with other CTEVH committee members, Bob Dodge, Donna Coffee, and Diann Smith. Bettye Krolick has provided considerable help and expertise out of her experience with NBA.

The embosser ordered is the Thiel, chosen for both its speed of production and its good maintenance record. The anticipation is that CompuBraille, Inc. may be in operation by early fall and plans call for providing production from Apple, IBM, or Commodore computer-generated input.

Because ComputBraille, Inc. will be a non-profit, volunteer-manned operation, costs for braille production will be held to a minimum. Although costs are not yet known, the aim is to make braille cheap and available in quantities only dreamed of in the past.

GIFTS AND TRIBUTES

Contributions received through March, 1985 include:

Katie Sibert Memorial Scholarship Fund:

Lynnda Biek	Florence Johnston
Eleanore Buchanan	Lynne Laney-Milo
Carolyn Card	Joan Levy
Margaret Casey	Virginia McDonald
Gerry Chandler	John P. O'Looney
Donna Coffee	Maureen Reardon
Aikin Connor	Norma Schecter
Betty Lou Dunlap-Easter	Betty Schriefer
Robert Elford	Richard Simonton
Betty Epstein	Hope Smith
James Fisher	Billie Anna Zieke
Ruth Hughes	

General Fund:

Jane Corcoran

As a general policy, small contributions to the Katie Fund will be acknowledged quarterly in THE CALIFORNIA TRANSCRIBER rather than individually, as they were in the past. In some cases, the expense of postage is disproportionate to the amount of the contribution. If you request an acknowledgement, of course, one will be sent.

JEAN ADAMS

CTEVH Gifts and Tributes Chairperson

CONTRIBUTIONS TO THE

CTEVH GIFTS AND TRIBUTE FUND

will be used to improve services to the visually impaired.
Make checks payable to CTEVH and mail them to:

CTEVH GIFTS & TRIBUTES
741 NO. VERMONT AVE.
LOS ANGELES, CA 90029

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT
MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE.

CALIFORNIA TRANSCRIBERS AND EDUCATORS
OF THE VISUALLY HANDICAPPED

FINANCIAL STATEMENT AS OF DECEMBER 31, 1984

Cash on Hand - January 1, 1984

\$52,156.83

RECEIPTS

Awards..	\$ 88.50	
Dues	9,200.00	
Gifts & Tributes	5.00	
Interest	5,581.39	
Life Membership	1,050.00	
Monographs	19.60	
Conference: 1984	12,246.22	
Conference: 1985	2,250.00	
Katie Sibert Memorial Fund	392.50	
Krebs Instructional Manual & Guide	3,745.50	
		34,578.71
		86,735.54

DISBURSEMENTS

Awards.	56.69	
Audit & Taxes	262.50	
The California Transcriber	4,373.41	
Mailing Expense (TCT)	384.73	
Conference: 1984	9,228.04	
Conference: 1985	1,647.57	
President	43.93	
Secretary	46.12	
Treasurer	59.03	
Membership	626.74	
Board of Directors	2,109.72	
Nominating Committee	4.00	
Life Membership	39.00	
Specialists	18.72	
Krebs Instruction Manual & Guide	3,023.10	
Special Service Projects	898.14	
Gifts & Tributes	4.22	
Policies & Procedures	38.73	
Monographs	3.00	
		22,867.39

Cash on Hand

63,868.15

Cash Reconciliation:

Checking Account (40-501111) (8%)	18,438.79	
Savings Account (40-23160)	15,371.02	
(Matures: 8-3-86)		
Life Membership (40-23663) (7.5%)	2,677.70	
Life Membership (40-23161) (9.58%)	2,776.85	
(Matures: 8-3-86)		
T-Bill (40-23033) (11.48)	10,000.00	
(Matures: 6-27-85)		
T-Bill (40-22899) (11.25%)	10,016.42	
(Matures 4-30-85)		
Katie Sibert Memorial Fund (40-23035)	4,587.37	
(8.75%)		63,868.15

Donna Coffey
Treasurer

NOMINATIONS FOR CTEVH CERTIFICATE OF APPRECIATION

The prestigious CTEVH Certificate of Appreciation, awarded annually since 1974, has been given to recipients deemed by the Board to have made significant contributions to both CTEVH and the field of services to the visually handicapped.

While recipients of this award have always been well-deserving, there has been concern among Board members that only those persons known well by the Board come under consideration. To broaden its perspective the Board voted in October 1984 to call for nominations from the membership in the Summer issue of TCT so that names submitted might be considered by the Board at its regular October meeting.

Below is a copy of the Certificate. To submit a name for Board consideration, write a letter detailing your nominee's contributions which you feel would qualify him/her for this award. Avoid over-flowery language; praise is more convincing when it is simply stated and documented by information. Please do not inform your nominee of his/her nomination.

Letters should be sent no later than September 1 to:

JOAN LEVY, CHAIRPERSON
CTEVH AWARDS
339 LOMA MEDIA RD
SANTA BARBARA, CA 93103

Please remember, this is a major award which, typically, is given to only one to three persons annually. Previous recipients are listed on the inside back cover of TCT.

Certificate of Appreciation

Is hereby Presented to

For outstanding contribution
in the field of the visually
handicapped and for your
distinguished service to
California Transcribers.
&
Educators of the
Visually Handicapped.

Given this _____ day of _____ 19__

President

Awards Chairman

OUR SPECIALISTS SAY . . .

WHAT, NEVER? . . . WELL, HARDLY EVER

We are always being told to "braille what we see"—let the author, teacher, etc., "interpret" the meaning of the print. Well, here is a suggested exception.

We have a spatial subtraction problem involving what we used to call "borrowing" but what is now commonly called "renaming".

$$\begin{array}{r}
 4.3\overset{3}{4}7 \longrightarrow 4.\overset{2}{\cancel{3}}\overset{1}{4}7 \longrightarrow \overset{3}{4}.\overset{2}{\cancel{3}}\overset{1}{4}7 \\
 -1.478 \longrightarrow -1.478 \longrightarrow -1.478 \\
 \hline
 2.869
 \end{array}$$

In the first step, the four in the tens' place is crossed out (cancelled) and renamed three, and the seven in the ones' place is renamed as seventeen. The print shows the digit one as a small left superscript to the seven. Do not braille what you see ! We suggest that you do your own renaming, brailing the seventeen in its entirety above the seven. A similar technique is recommended throughout this presentation.

Your attention is called to the use of dot 5 immediately following the decimal point in the second and third steps of the problem. This is covered by Section 177v of the Code, which requires the use of the multipurpose indicator when the decimal point is followed by a non-numeric symbol—in this case, the opening cancellation indicator.

$$\begin{array}{r}
 4.3\overset{3}{4}7 \longrightarrow 4.\overset{2}{\cancel{3}}\overset{1}{4}7 \longrightarrow \overset{3}{4}.\overset{2}{\cancel{3}}\overset{1}{4}7 \\
 -1.478 \longrightarrow -1.478 \longrightarrow -1.478 \\
 \hline
 2.869
 \end{array}$$

JOYCE VAN TUYL
CTEVH Braille Mathematics Specialist

AND A DASH OF . . .

How could we—or—should we - make a decision?

A question that continues to cause some confusion even with the more experienced transcriber, is one regarding print dashes.

In most print (but particularly typewriter print), the use of varying numbers of hyphens, lines, and spaces to indicate hesitation, unfinished sentences, omitted letters, etc., **MUST** be carefully monitored. As usual, transcribers are at the mercy of the writers, publishers, and printers and can, in most assignments, find any number of ways in which the above situations are presented. For example:

...tiny cities of the world—most with which I'm not familiar.

The elderly woman had three great-grandchildren -Mary, John, and Frank.

Believe it or not, they were—and are still—in the great hall.

In each instance in the above sentences, (and also in the heading!) a regular 2-cell sign (3-6, 3-6) is used, even though in print they differ greatly.

Speaking of dashes, one example given in an exercise sentence in the Literary Braille Workshop and one that occurs more frequently in recent printings of novels, is the use of punctuation directly adjacent to a simple dash. If this occurs, it must be brailled exactly as shown in print. Thus:

accused of suing—or importuning?—for a lady's favors

[illegible][illegible]

Microwave Cookbooks and Information

I was recently asked to do a braille cookbook for the proud owner of a new microwave oven. This request occurred coincidentally with articles in both of our local Sacramento newspapers. After conferring with the Home Economist of the Sacramento Bee, I was delighted to learn that there are at least eight microwave braille cookbooks available for purchase.

Since most transcribers are expected also to be resource people, the following information may be helpful.

There are two microwave cookbooks and four cassette tapes that may be borrowed from most branches

of NLS. The Sacramento Bee provides their "Microscope" column in condensed version in a weekly publication in braille entitled "Syndicated Columnists Weekly", for \$15.60 a year. It's available from National Braille Press, Inc., 88 St. Stephen Street, Boston, MA 02115. Whether or not he/she owns a microwave, wouldn't that make a terrific gift for a visually impaired friend?

One happy user of a microwave oven, blind from birth, prepares all her family's meals in the microwave. She says the oven is invaluable because it cooks quickly and eliminates the need for handling hot utensils. Aside from the obvious benefit for the blind in using an appliance which can't burn them, microwave ovens have side-opening doors which swing out of the way and can be placed at any height convenient to the user.

Many microwave oven manufacturers now make available free of charge an overlay in braille for touch-control panels. Braille operating instructions are provided free to blind owners of Whirlpool, General Electric, Hotpoint, and Sharp appliances.

The braille modifications make it so much easier to operate—there is no need to memorize where all the control buttons/pad are located.

Anyone interested in having more information about kits and overlays for a specific brand of microwave, or a source of available cookbooks

to borrow or purchase, contact your nearest braille library. If this is not possible or practical, I'll be happy to furnish it to anyone requesting it.

National Braille Association and American Printing House for the Blind offer a variety of braille cookbooks for sale. These are comprehensive books, anywhere from three to 14 volumes in length.

Free booklets are available from Appliance Information Service, Whirlpool Corp., Administration Center, Benton Harbor, MI 49002 and General Electric Company, Consumer Affairs, 35 Rix Mill Road, New Concord, OH 43762.

Let's not take valuable transcriber time to duplicate books that are already available. Of course, if any visually impaired individual desires a personal cookbook (as we all do), with favorite recipes, hints, etc., let's do all we can to provide it for her/him.

I do have addresses, order numbers, etc., for conversion kits if you are not able to obtain them from your local dealer. And isn't it encouraging to find out that manufacturers are finally recognizing the need for this kind of service? Pass the word.

ELIZABETH SCHRIEFER
CTEVH Library Braille Co-Specialist

LARGE TYPE

One of the nicest things that I've learned recently is that turkey (1"), chicken, and pigeon rings are available from National Band and Tag Company, 721 York St., Box 430, Newport, KY 41072. These inexpensive, colorful plastic rings are great for temporary binding of flash card booklets or a few braille sheets and also make great counting aids or peg board rings for little people.

I'm still waiting for replies from Germany and Japan hoping that some firm there is producing a large type typewriter. Also found that NSC International (Little Rock, AR, toll free:

800-643-1520) is discontinuing their inexpensive punch-bind machine (Model Duo I) selling it for \$295 as long as supply lasts. It comes with a small assortment of bindings, covers, and coversets for that price. Parts will be available indefinitely. They also have Duo II for \$395 which has adjustable control for margins. Both machines are manually operated. NSC also has a nice electric punch-bind machine which is less expensive than those I have priced locally.

MARIAN WICKHAM
CTEVH Large Type Specialist

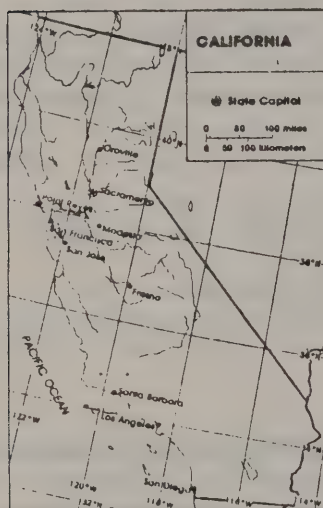
DID YOU GET THE POINT?

There are other decisions to make after you have decided that a diagram must be included in your transcription. Consider the following from a social studies workbook.

Getting to Know California

► Listed below are ten California cities that were mentioned in Chapter 10 in your textbook. Three latitude and longitude points are given for each city. Look up each city in the Gazetteer in your textbook on pages 293–297. Using the Gazetteer and the map on this page, check the box next to the correct latitude and longitude point for each city.

- | | | |
|-------------------------------------|-------------------------------------|-------------------------------------|
| 1. Sacramento | 3. Los Angeles | 5. Point Reyes |
| <input type="checkbox"/> 38°N/121°W | <input type="checkbox"/> 34°N/120°E | <input type="checkbox"/> 36°N/122°W |
| <input type="checkbox"/> 37°N/121°W | <input type="checkbox"/> 34°N/121°W | <input type="checkbox"/> 35°N/122°W |
| <input type="checkbox"/> 40°N/120°W | <input type="checkbox"/> 34°N/118°W | <input type="checkbox"/> 38°N/123°W |
| 2. San Francisco | 4. San Diego | 6. San Jose |
| <input type="checkbox"/> 38°N/119°W | <input type="checkbox"/> 33°N/117°W | <input type="checkbox"/> 37°N/122°W |
| <input type="checkbox"/> 37°N/118°W | <input type="checkbox"/> 35°N/118°W | <input type="checkbox"/> 34°N/123°W |
| <input type="checkbox"/> 38°N/122°W | <input type="checkbox"/> 35°N/117°W | <input type="checkbox"/> 37°N/125°W |



- | |
|-------------------------------------|
| 7. Modesto |
| <input type="checkbox"/> 25°N/118°W |
| <input type="checkbox"/> 38°N/121°W |
| <input type="checkbox"/> 26°N/121°W |
| 8. Oroville |
| <input type="checkbox"/> 41°N/122°W |
| <input type="checkbox"/> 34°N/122°W |
| <input type="checkbox"/> 40°N/122°W |
| 9. Santa Barbara |
| <input type="checkbox"/> 34°N/120°W |
| <input type="checkbox"/> 34°N/123°W |
| <input type="checkbox"/> 38°N/120°W |
| 10. Fresno |
| <input type="checkbox"/> 37°N/120°W |
| <input type="checkbox"/> 38°N/123°W |
| <input type="checkbox"/> 26°N/118°W |

According to Guideline #3 in the GMD* "A text-related diagram should be directly embossed in part if: (a) it is necessary to maintain the original shape and/or texture of included elements to convey the concepts illustrated or to perform an operation; (b) and the omitted elements of the print presentation are not necessary to convey the concepts illustrated or to perform an operations." (bold-face underlining mine)

The student is to choose the correct latitude and longitude for each city listed. Therefore, all rivers, lakes, and islands are unnecessary; the label "Pacific Ocean" is unnecessary; and the mileage/kilometer scale is unnecessary. (The fact that Sacramento is the state capital is also unnecessary, but can be included with no extra clutter.)

Now having decided what to emboss, you have to decide how to emboss. The point of this exercise is to locate points on a grid. Therefore, the grid and the points are the most important elements of the diagram. The outline of the state is of secondary importance. Use your finest-toothed wheel on a relatively hard surface for the outline of the state and use carpet thread or a large-toothed wheel for the grid lines.

*GUIDELINES FOR MATHEMATICAL DIAGRAMMS is available from the National Braille Association, 1290 University Avenue, Rochester, NY 14607. Price: \$9.50 plus \$1.00 for postage and handling.

JANE CORCORAN
CTEVH Tactile Illustration Specialist

LITERARY BRAILLE

DOT'S A PROBLEM

A print dot can mean many things--a decimal point, a period at the end of a sentence (what the British call a "full stop"), a period following an abbreviation (what the British identify as an "abbreviation point"), part of an ellipsis, etc.

Sometimes it serves as a section-subsection separator, as: §3.5.1 in which the 3 is a main section, the 5 is a subsection, the 1 is a sub-sub. It also shows up in textbooks when tables or illustrations within a chapter are consecutively numbered for each chapter, so the tables in chapter 9 would be 9.1, 9.2, etc. In textbook code, these are presented as decimals.

But what about the metrical indicators in a hymnal? (You know, those long strings of numbers centered directly below the title.)

Our local Presbyterian choir-director informed me that these numbers indicate the number of metric feet in each poetic line. There is no question of descending order of magnitude—all are equal. And when faced with having to braille strings of numbers like: 8.7.8.7.8.7.7. or (worse yet!) 8.8.8.D—I felt the decimal was inappropriate, and enlisted the aid of the Library of Congress Music Section through the assistance of Richard Evensen. The answer was to use periods and repeat the number sign each time.

(Would it be of interest, some day, to compile helpful hints for the brailleing of strictly religious materials? If you think so, send me whatever materials you have used as guidelines, and an eventual compilation may result.)

THE "GOLDEN" TOUCH

We realize that "Twin Vision Books" have been producing "Little Golden Books" for many years, with interleaved braille pages, available on loan to families with a blind parent of a sighted child or a sighted parent of a blind child. They are produced by unbinding the book, brailleing the text on braille paper cut to the same size, with braille text facing print text page in every instance—then re-binding the book.

Howe Press for many years produced a delightful series of press-brailled "Braille-Vision Books", which are now available for purchase from the National Braille Press.

But we evolved somewhat different guidelines when asked to do some "Little Golden Books" for long-time CTEVH member and Hadley instructor Winifred Downing to read to her grandchildren. Win asked for an indication of page change, and verbal description of the pictures.

The following suggested format—certainly none of this is according to any code!—may serve you as a starting-point or guideline.

At the reader's request, we used 11 x 11-1/2", 3-hole-punched brailled paper. Since this was for a single individual, not to be reproduced, we didn't follow standard title page format, but rather gave: title, author, publisher, and copyright information, followed by transcriber's notes within the dots 6, 3 symbols of enclosure:

There are no print page numbers. New pages are shown by a line dots 3-6.

Picture descriptions are given within parentheses in cells 7 and 5. Descriptions precede or follow text, depending on whether print picture is above or below the text.

Following this, literary pagination was used. Picture descriptions were fairly detailed, pointing out interesting items of foreign costume, colors, etc., that might be discussed by the sighted grandchild.

When the end of print text fell on Line 24, Line 25 was a solid line of dots 3-6, to let the reader know it was also the end of the print page.

These wee books are short and fun to do. If you like an occasional bit of froth between heavy textbook chores, you might consider contacting organizations of blind parents, or agencies serving blind parents, to see if they'd like to have some of their favorites brailled to be read to (and with) their sighted children or grandchildren—or even as a public service in a library reading-circle program for volunteers.

NORMA L. SCHECTER
CTEVH Literary Braille Co-specialist

A SOFT(WARE) TOUCH

In the last episode we promised an article on available software programs. With the kind permission of Bettye Krolick, a summary follows of the fact sheet from her recent CTEVH workshops. Plagiarism (being careful ALWAYS to call it "research") makes life much easier for fledgling specialists.

For IBM PC type System (Compaq; Columbia):
MICRO BRAILLE by N. Blessum \$100
Micro Engineering, 955 Camino La Maida,
Thousand Oaks, CA 91360; (805) 492-1003

[Designed for the production of paper braille in code or format. Forty cells show on each line--25 lines show on the screen at one time. Automatic textbook or literary page numbering; automatic centering; other automatic features; easy to learn. California residents please add sales tax.]

For APPLE type system (II, IIe, IIc; Franklin Ace, models 1000 & 1200):

EDIT Braille Version by R. Stepp \$100
Robert Stepp, P.O. Box 5002, Champaign,
IL 61820; (217) 359-7933

[Designed for the production of braille embossed on paper. Forty cells show across each line of the screen. Braille may be entered in any code or format.]

BRAILLE-EDIT by D. Holladay \$300
Raised Dot Computing, 408 S. Baldwin St.,
Madison, WI 53703; (608) 257-9595

[Designed for preparation of paperless braille. If used for embossing on paper, get the additional program BETTE (\$100). Extremely useful program for use by the visually impaired person. Works with voice output.]

For COMMODORE-64
TABICAT by J. Hoefer

(members of NBA) \$25

BOBCAT Computer Applications, 5200 W.
68th, Shawnee Mission, KS 66208;
(913-262-7440)

[Designed for the production of paper braille in any code or format. Twenty-five lines of 40 cells show on the screen. Each page is saved in a separate file. Forty dollars to non-members of NBA, \$50 for purchase order payments.]

NOTE: If you plan to use the NBA Braille Output Service to emboss from your disks, refer to the "Computer Braille" article by Conchita M. Gilbertson in the NBA BULLETIN, Spring, 1985. A procedure for establishing file names has been developed which will provide uniformity and the most efficient use of the embosser.

CMPB USER ALERT:

A master produced on the CMPB (Cranmer Modified Perkins Braille) does not leave sufficient space at the top of a page to allow it to be clamped into the Thermoform. A simple solution is to run a few test trials to determine where to position the paper to allow a 3/8 to 9/16 inch top margin. A bottom margin of the same length should result. Ink a mark on the CMPB to indicate where the top of the paper should be positioned. Then after rolling a sheet of paper into the CMPB all the way, move it up to this mark each time before embossing. This will allow a sufficient top and bottom margin for Thermoforming use.

Diann & Ken Smith
CTEVH Computer Assisted Braille
Co-Specialists (Northern California)

IBM PC BRAILLING

As many of you know, Norman adapted the Micro Braille Program to work on the IBM PC Jr. a week before the Conference in San Francisco. How disappointed we were that IBM made the announcement to stop manufacturing the Jr. a few days before Conference.

The good news is that since the program has been rewritten we find it will work on some of the other computers that it wouldn't before. We haven't been able to try all of them out, but we do know that it will now work on the Eagle PC "Spirit", which is a compact computer with 256K memory, two disk drives and color graphics card (which is what makes the dots on the screen). It weighs only 30 pounds, and comes with a handle to make it quite portable. The price for this computer is about \$1295.

If you don't care for the small screen that comes with it, you can get a larger screen for \$100 or less. The small screen, however, is exceptionally

sharp and clear. We recently purchased the Eagle PC "Spirit", and I am now using it instead of the IBM PC and am quite happy with it. The keyboard has a nice touch.

Maybe now that we have our Micro Braille Program working on a computer in the \$1295 price range, there will be more of you in a position to afford to start this new adventure.

There seems to be some confusion when ordering the Micro Braille Program. You do NOT need to order the program that runs the Thiel embossing machine. Any disks you make on the regular Micro Braille Program can be run off on a Thiel. Only the person or agency who owns a Thiel needs to purchase our program that runs the Thiel.

NORMAN & LOU ELLA BLESSUM
CTEVH Co-Specialists (South)
Computer Assisted Braille

*****FLASH*****

Elinor Savage has just announced that two separate grants, totaling \$13,800 have been awarded to CTEVH to acquire microcomputers for braille transcription.

If you are a braille transcriber and are interested in using a computer for braille, be sure you complete the questionnaire designed by Elinor and Joan Levy. (See "ATTENTION CALIFORNIA TRANSCRIBERS", elsewhere, this issue.)

Also, take note of the article "COMPUTER EMBOSSING BY CTEVH" which describes a joint effort to provide a central facility for speedy braille production using computer-generated input.

NEWS OF GROUPS

GROUP ACTIVITIES

One of the services provided by the **BERKELEY-WEST CONTRA COSTA CHAPTER, AMERICAN RED CROSS**, is brailleing bank statements for blind clients of the Security National Bank in Lafayette.

Under a new system, this group continues to transcribe work for the Library of Congress: To divide work and to speed up the process, each transcriber does only one volume from a given book. The volunteer averages a volume per month working at the same time as other transcribers in other groups across the country. Then, the **BERKELEY-WEST CONTRA COSTA CHAPTER** binds four copies of the completed books. That's teamwork!

Lee Priegnitz of **BRILLE TRANSCRIBERS, SACRAMENTO NORTH AREA**, celebrated her 89th birthday in May, and in the same month was chosen as one of seven honored recipients of Senior Volunteer Of The Year Awards from the Sacramento County Commission on Aging. The seven winners were selected from a pool of 27 nominees, and, together with their sponsors, were guests at the Fifth Annual Senior Volunteer of the Year Recognition Luncheon where representatives from the Sacramento County Board of Supervisors, Sacramento City Council, local State Legislators and the Lt. Governor's office joined with the Sacramento County Commission on Aging in presenting awards and resolutions to the Commission's seven Senior Volunteers of the Year. Assemblyman Lloyd Connelly was the guest speaker at the May 30 luncheon.

Lee was chosen for volunteering an average of four hours daily transcribing books for Starr King Exceptional School Braille Center; she has brailled approximately 125,000 pages to date for students from elementary through high school. Cathy Rothhaupt of **BTSNA** was her sponsor.

Out of the seven winners, three were in the field of the visually handicapped. In addition to Lee, those honored were Ferne Fitzpatrick (sponsored by Donna Kennedy of the Braille & Talking Book Library) for recording 18 complete books during her years volunteering as a reader and book inspector for the recording program of the Braille

& Talking Book Library; Warren O'Brien (also sponsored by Donna Kennedy) for volunteering up to 40 hours per week repairing record and cassette players for a total of 900 machines for the Braille & Talking Book Library.

Lee's, Ferne's and Warren's achievements cast a glow on all of the California volunteers in the visually handicapped programs.

Lee's dependability and many hours of brailleing brings additional honors in that she has been nominated for the Volunteer of the Year Award given annually by the San Juan Unified School District, announcement to be made in the fall of this year.

Helene Koehler, Executive Director of **LUTHERAN BRAILLE WORKERS, INC.**, suffered a stroke this past January and is still undergoing therapy. Best wishes for a speedy recovery, Helene.

While Helene is recuperating, Virginia Wulfestieg, President of the Board of Directors, is Acting Executive Director. Virginia represented the **LUTHERAN BRAILLE WORKERS** at the World Conference for the Blind in Saudi Arabia last October and reports that there is much need for braille and large print in third world countries. The Christian Books this group provides may be the only books thousands of blind may own. Also, Virginia visited a school for the blind in Singapore where she saw **LUTHERAN**-brailled books on the shelves. China is opening—and **LUTHERAN BRAILLE WORKERS** are ready with material in Cantonese, Mandarin and New Mandarin.

Free correspondence courses in braille transcribing are offered by the **LUTHERAN BRAILLE WORKERS**—see detailed information under "Braille Transcribing Classes" elsewhere in this issue. They offer instruction in Spanish and German braille and hope to go into other alphabet languages. They do "picture" languages such as Japanese, Cantonese, Korean and dialects of India, but these are done by copying master manuscripts.

While Virginia was visiting the "world", the "world" visited Santa Rosa in the form of an exciting visit from a teacher for the School for the Blind in Bhutan. **OAKMONT VISUAL AIDS WORKSHOP**

has been sending some of their aids to the school in Bhutan and they learned from the teacher that Bhutan's first language is English; therefore, it is easy to use these braille aids for their blind students

The **OAKMONT WORKSHOP** has reached a point whereby they will be able to supply replacement aids to any of their "old" customers who might have worn out the first batch. Please let them know if they can send you additional copies, and you will be placed on the lists for attention when school starts again in September.

Do you need a Perkins Brailier? **PETALUMA BRAILLE TRANSCRIBERS** has extra Perkins machines if anyone is interested. Contact Chairperson Phyllis Deaton, 1459 Magnolia Avenue, Petaluma 94952.

As are many other groups, **PETALUMA BRAILLE TRANSCRIBERS** is getting involved with computers. The braillists there are looking forward to the day when CTEVH opens its central computerized embossing center. [See "Computerized Embossing by CTEVH", elsewhere, this issue.]

Peggy Dodge says "advertising" in TCT has been fruitful for **SIXTH DISTRICT, CALIFORNIA STATE PTA BRAILLE TRANSCRIPTION PROJECT** (San Jose)—it has been helpful in disposing of extra

braille books and also put them in touch with people who were looking for brailled greeting cards. These lovely cards are produced on Brailon, folded in fourths, embossed with illustrations, handpainted, and contain printed and brailled verses for all occasions.

VOLUNTEERS OF VACAVILLE has had another turnover in personnel, but the good work goes on with just a temporary setback. The new coordinators ("Big Ed" Kemper and Ken Slavney) and crew extend this message: "We are especially grateful for the support that we have received in the form of two booth sponsorships from CTEVH within the last few weeks. Your timing was great! Thank you from all of us."

Ann Kelt of **WALNUT CREEK TRANSCRIBERS** writes, "We are considering going into the computer age and buying a Cranmer-Perkins and computers. We would like to hear from anyone with experience in setting up such a program, either individual or group."

Another client seems to have disappeared: Loren De Phillips, did you forget you still owe these good folks money for supplies they used to braille for you? This sort of thing can become a real problem for transcribers if clients don't repay them for materials.

INTERESTING TRANSCRIPTIONS

Braille Institute
741 N. Vermont Ave.
Los Angeles, CA 90029-3594

J. C. PENNEY 4-QT. AUTOMATIC SLOW COOKER #4050 by J. C. Penney Co., no copyright; (braille, one volume)

CANON AP500 by Canon Corp., no copyright; (braille, three volumes)

THE GLOBAL SONGBOOK 1984-85, (author's name not available), no copyright; (braille, three volumes)

CASIOTONE 7000 by Casio Corp., no copyright; (braille, one volume)

INSTANT HAWAIIAN by Boom Enterprises, no copyright; (braille, one volume)

AEG-TELEFUNKEN CALCULATOR by AEG-Telefunken Co., no copyright; (braille, one volume)

SAN FERNANDO VALLEY BRAILLE TRANSCRIBERS GUILD

16454 Refugio

Encino, CA 91436

(Order from Braille Institute)

LANGUAGE OF MEDICINE (A Write-in Text explaining Medical Terms), by Davi-Ellen Chabner, copyright 1981 (braille)

SHELTIE TALK by Betty Jo McKinney and Barbara Hagan Riesberg, copyright 1976, (braille)

GOD BLESS YOU, BUFFALO BILL by Wayne Michael Sarf, copyright 1983, (braille)

SIXTH DISTRICT, CALIFORNIA STATE PTA

BRAILLE TRANSCRIPTION PROJECT

101 N. BASCOM AVE.

SAN JOSE, CA 95128

RESPIRATORY AND CIRCULATORY EMERGENCIES (CPR MODULE) by Red Cross, copyright 1980, (braille; may be purchased for \$19.94)

WOODSIDE TERRACE KIWANIS BRAILLE PROJECT

850 LONGVIEW RD.

HILLSBOROUGH, CA 94010

PERSONHOOD by Leo Buscaglia, Ph.D., copyright 1978 (braille, three volumes, 177 pages; may be borrowed or purchased)

THURSTON HOUSE by Danielle Steel, copyright 1983 (braille, 12 volumes, 813 pages)

THE GOLDEN TREASURY, POETRY COLLECTION OF THE BEST SONGS AND LYRICAL POEMS IN THE ENGLISH LANGUAGE, Francis Turner Palgrave (Ed.), (braille, seven volumes)

(. . .And on the Back Burner):

BUTTER COOKIE COOKBOOK (braille, two volumes, 125 pages)

CUISINART FOOD PROCESSOR: INSTRUCTIONS AND RECIPES (braille, two volumes, 116 pages)

HERSHEY'S GREAT AMERICAN CHOCOLATE FESTIVAL combined with HERSHEY'S BAKING AND COOKING TIPS (braille, one volume, 82 pages)

NEW OFFICERS/ADDRESSES

BRAILLE TRANSCRIBERS GUILD OF SAN DIEGO, INC.

Chairperson: Alvena Storm (Mrs. E.M.)

3113 Seville St., San Diego, CA 92110 (Tel. 619/223-3828)

Third Vice-Chairperson: Mercedes Ritchey (Mrs. A.S.)

503 Murray Dr., El Cajon, CA 92020 (Tel. 619/440-3885)

LUTHERAN BRAILLE WORKERS

New Group address for mailing: P.O. Box 500, Yucaipa, CA 92399

SACRAMENTO BRAILLE TRANSCRIBERS, INC.

Chairperson: Barbara Childs

9533 Elk Grove-Florin Road

Elk Grove, CA 95624 (Tel. 916/685-9759)

TRANSCRIBING MARINERS

Chairperson: Robert Scheibach, 65 Ridge Ave., Mill Valley 94941 (Tel. 415/388-6349)

Treasurer: Elisabeth Scheibach

Work Chairperson: Herb Brann

Secretary: Alvina Burkhardt

BRAILLE TRANSCRIBING CLASSES

BERKELEY

Classes will be located at the American Red Cross, 2116 Allston Way, Berkeley 94704; instructor and day of week not determined at this time. For further information, contact the BERKELEY-WEST CONTRA COSTA CHAPTER, AMERICAN RED CROSS, same address.

SACRAMENTO

Beginning September 3, 1985, on Tuesday and Friday from 9:00 a.m. to 12:00 noon at the Sacramento Society for the Blind, 2750 24th Street, Sacramento 95818, with JoAnn Noble, instructor; for further information contact JoAnn at 6650 South Land Park Drive, Sacramento 95831 (tel. 916/421-2029).

SAN ANSELMO

Beginning September 1985 on Tuesday from 9:00 a.m. to 12:00 noon at 761 Sir Francis Drake Blvd., San Anselmo 94960; with instructor Elisabeth Mason; for further information, contact Elisabeth or write to TRANSCRIBING MARINERS, P.O. Box 606, Kentfield, CA 94914-0606.

SAN JOSE

Beginning September 5, 1985, on Thursday from 9:30 a.m. to 12:00 noon at 101 North Bascom Avenue, San Jose 95128, with instructor Bea Bowers. For further information, contact Peggy Dodge, same address, or telephone 408/298-4468.

SAN LEANDRO

Continuing classes at 15361 Norton Street, San Leandro 94579, with instructor Dorothy Vallerga. For further information, contact Dorothy at the same address, or telephone 415/352-0522.

WALNUT CREEK

Beginning September 1985, on Friday (no time given) at Parkmead School, Room 2, 1920 Magnolia Way, Walnut Creek 94596, with instructor Betty Osborne. For further information, contact Betty or write to MT. DIABLO TRANSCRIBERS, 2116 Youngs Court, Walnut Creek, 94596.

CORRESPONDENCE COURSES

LUTHERAN BRAILLE WORKERS, INC., are offering free correspondence courses in the following codes: Grade One (beginners simple braille), Grade One and One-Half (simple braille used by many people), Grade Two English (Standard English Braille), and Foreign Language Braille (Spanish and German braille, expanding in the future to other alphabet languages).

For further information on Grade 1 and Grade 1½ lessons, write to Mrs. Joann Sander, 162 Foxwood Road, Corapolis, PA 15108; for further information on Grade 2 lessons, contact Mrs. Gilbert Lund, 106 Spear Street, Metuchen, New Jersey 08840. These instructors can furnish starter kits for \$25 and includes slate, stylus and eraser, free instruction manuals, 9" x 12" braille paper and detailed instructions for submitting lessons. Checks are made payable to LUTHERAN BRAILLE WORKERS, INC.

"Picture" languages such as Japanese, Cantonese, Korean and dialects of India, are done by copying master manuscripts.

The Grade One and One-Half Course has 10 lessons; the Grade Two Course consists of 18 lessons; all lessons can be completed at the student's own rate of speed. Accuracy rather than speed is stressed. There are practice drills with each lesson and a brailled supplement of these drills. The test exercise with each lesson is to be brailled and sent to the teacher who will correct and return the lesson with explanations and comments on the braille submitted. Lessons are mailed to the teacher with a self-addressed, stamped envelope for their return. A trial test sermon will be given at the end of the course.

After successfully completing the course, a certificate of achievement will be awarded by the LUTHERAN BRAILLE WORKERS, INC. The brailist will be given regular assignments tailored to the time which he can give to the work. The assignments are usually mailed directly to the blind (by postage-free-mail) in all parts of the world. Lutheran Hour sermons, tracts, books and most of their children's material is done by hand transcribers.

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Joan S. Levy
CTEVH Awards
339 Loma Media Road
Santa Barbara, CA 93103

My check in the amount of _____ payable to CTEVH is enclosed for:

pin____(Gold-filled only—\$10.50 each) charm____(10K gold only—\$25.00 each)

Name_____

Address_____

Guild or Affiliation_____

BRAILLE (Library of Congress Certification required)

Literary braille pages.....
Nemeth braille pages_____times 5/4 equals_____
Music braille pages_____times 5/4 equals_____
TOTAL braille pages (Qualifying: 5000 pages).._____

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours)...._____

LARGE TYPE PAGES (Qualifying: 10,000 pages)....._____

SPECIAL SERVICES HOURS (Qualifying: 100 hours)....._____

(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each student successfully completing a braille transcribing course, with proportionate hours credited for a student who does not complete a course.)

Verifying signature: GROUP CHAIRPERSON OR ADMINISTRATOR_____

SACRAMENTO FILE

NEWS FROM CDHS

APH

Federal Quota orders have come in to the depository by the bushel and Nena is methodically processing them: checking catalog order numbers, items still available, items no longer in stock, etc. Under her careful scrutiny and attention, they will meet the June 1 deadline for processing at the Printing House. We suggest that to facilitate the order process, school personnel maintain their catalogs up-to-date using all catalog supplements. You will note not only new items are listed, but also some items are deleted. Please cross-reference these supplements with the latest catalogs and cross out the deletions in your catalog. In like manner delete those titles listed in the annual half-price sales; all remaining items are disposed of following each sale date. The latest APH catalogs are: Braille Catalog, 1982; Music Publications (Braille), 1984; Vacuum Braille, 1984; Instructional Aids, Tools and Supplies for the Visually Handicapped, 1984; Large Type Publications, 1983, and Short Run Large Type Publications, 1982.

You will be pleased to know that a new catalog of Braille Publications is currently at the printers and should be ready for distribution during the summer. A new Large Type Publications including regular run, short run, and Menolta/Quick Run is scheduled for production and delivery in the late fall. When you receive your new catalogs, you may then discard these old catalogs and their supplements. Please maintain your catalogs in an up-to-date form; this will save countless hours

of time for CDHS office staff as orders are processed.

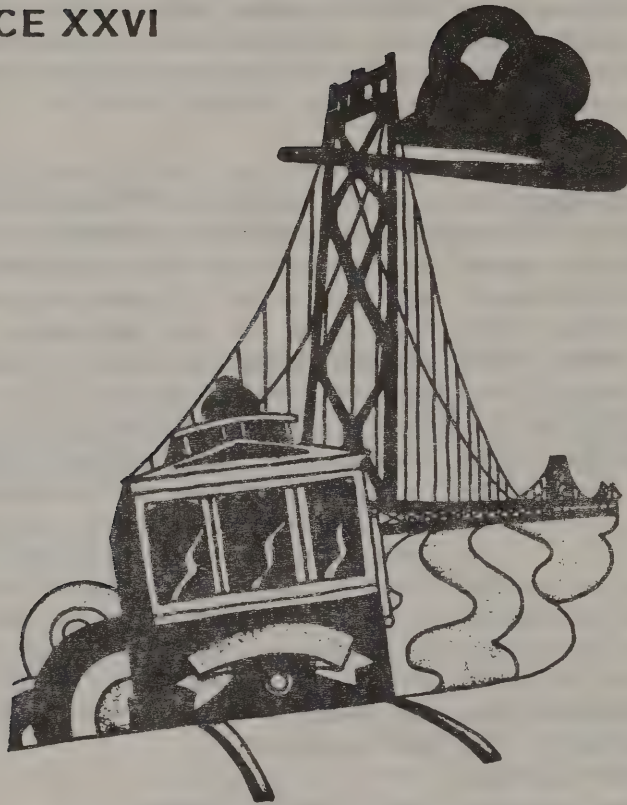
Carl Lappin reports that there are a number of The Central Catalog Volunteer and Commercially Produced Materials for Visually Handicapped Students, 1985 remaining in stock. This catalog contains current stock available from the Printing House as well as books available from other sources. Copies of The Central Catalog may be ordered on Quota, Catalog Order No. 7-2175 at \$30.70 each.

It is also helpful to CDHS staff if quota recipients can maintain their respective quota accounts. Statements are sent out by CDHS in the late fall and the spring. Schools may encumber up to 50 percent of the anticipated 1985-86 Quota allotment generated by their registration of legally blind students in January of this year. As the Federal Fiscal Year runs from October 1 through September 30, unencumbered balances remaining in school accounts by mid-September will be reassigned. In this manner, the allotment to the state can be effectively used for California students; any unencumbered balances allotted to the states will revert to the Printing House at the end of September for national redistribution. We urge school personnel to assess needs of students and place orders for materials judiciously by mid-September.

Fred L. Sinclair, Director
Clearinghouse Depository for
Handicapped Students

CONFERENCE REPORTS

CONFERENCE XXVI



SAN FRANCISCO

**WORKING TOGETHER FOR SUCCESS:
PARENTS, TRANSCRIBERS, AND EDUCATORS**

I HAD A GOOD TIME—DID YOU?

Sometimes things just click—everything falls into place and your fondest wishes come true. This happened to me at the 1985 CTEVH Conference! Some of you will say that I'm biased because I was Conference Chair. . . probably true.

But I want to ask all of you who attended—didn't you notice some special things this year, things that added to the excitement and learning opportunities?

First, there's San Francisco, a special, magic city. You and your money are soon parted in The City, but you must admit that once in a while, it's worth it! Then the hotel, The Ramada Renaissance. Bright, sparkly new, rich in atmosphere, wonderful service, and a good location!

What else added to the excitement? Forty-two exhibitors whose wares provided graphic evidence that the computer era is now! Dozens of stimulating, information-packed workshops. I've read the workshop evaluations, and if future planners took the recommendations on the evaluation seriously, next year's conference would be exactly the same. Among those special comments this year was "far too many excellent

workshops at the same time!"

In fact, both general sessions and workshops were highly praised. They seemed to flow together, to build on one another.

So we had a great hotel in a perfect city with general sessions, workshops, and exhibits that were fantastic—none of this would have made CTEVH Conference XXVI really special were it not that 592 of you came and participated. Parents were there in large numbers. Transcribers, teachers, and administrators shared ideas and learned from one another. New Jersey, Florida, Massachusetts, Texas, Canada, and other exciting places were represented.

Yes, a lot of ingredients made our 1985 conference memorable. We began with the perfect recipe: the city, the hotel, the conference committee. We ended with the perfect blend of setting, activities, and participants. What more can one ask. I had a good time—did you?

Phil Hatlen
Conference XXVI Chairperson

YOU'VE COME A LONG WAY, BABY (Presented at General Session, Friday, March 22)

It was during the 1950s that the baby boom children were in elementary school and their mothers were looking for ways to fill their days. Among the baby-boomers were many totally blind children mainstreamed into the public schools. These children needed a variety of books far beyond the production capabilities of the existing printing houses. An army of volunteers sprang up to meet this need. All over the United States transcribing groups were being formed, braille classes were being conducted, and one of the largest volunteer movements in the history of the country had begun.

Means of production were primitive, to say the least. In the beginning, of course, was the slate and stylus. Those among us who came along later, when the Perkins brailier was commonplace, can only imagine the tedium and sheer physical effort that went into each page—laboriously produced one dot at a time. I am sorry not to have pictures of Hall and Lavender braille writers. They must have seemed like miracles to the transcribers of their day. I began my own braille on a Hall writer in 1965. Each brailist in our group was given a Perkins to use after we finished our braille

course. The perkins was referred to as the Cadillac of braille writers.

Another problem existed in those days that we do not have now. If there were 15 students, each needing the same book at the same time, that book had to be brailled by hand 15 times. There was a desperate need for a means for transcribing groups to duplicate their braille. Bob Dasteel told me that there was a method developed using a clothes wringer. Braille on 90-100 weight manila was stiffened by applying shellac to the underside of the paper. Then a dampened sheet of manila was placed over it and the two were run through the wringer together. However, a revolution was in the making. Now when 15 students needed the same book at the same time, it needed to be brailled just once. The American Printing House established a clearinghouse and the Central Catalog that created one vast network of braillists nationwide. It meant that even if a book had been brailled in Florida, a student in California could get a copy without the necessity of having it brailled again.

Those were heady times. We were so busy. Our group was doing the MSG new math books and our Thermoform machine was running five days a week. We sometimes called ourselves The Midnight Oil publishing company. There were some wonderful teachers in our area who would invite us down to observe the children reading the books we had brailled. One time when we were standing in the back of the room during a reading period, the blind child was reading aloud from her braille book and all of a sudden hesitated. "Oh, oh," she said, "they made a mistake." We then realized we were a "they".

There are many steps that go into producing a braille book besides brailing it and Thermoforming it. There are typing chores--correspondence, cover labels, intention and completion forms, title pages; there is photocopying for title pages in each Thermoformed volume; the plastic copies must be separated from the master; and the volume must be bound.

Everyone involved with braille is aware of its bulkiness. We have a vivid example of the storage problems of a transcribing group. Shown here (slide) is a Calculus book just finished with 39 of the 50 boxed master volumes. The next slide shows the fifth grade book CALIFORNIA YESTERDAY & TODAY alongside its 10 Thermoformed volumes.

Now we are in the midst of another revolution. Transcribers are joining the computer age. You see these--let's face it--elderly ladies who do not know a baud from a byte or a RAM from a REM turning out more braille than ever before on their Apples, IBMs, and Compaqs. There are many of us with arthritic fingers or hands who could not braille any other way. And making corrections? No problem! You have left out a word on line 25? Not to worry! You don't have to do the whole page over again. Not many braillists can afford their own embossers, but a group can have one. We have an Apple computer and a Cranmer (electronic brailier) in our office. The braillists have their own computers at home on which they braille but they come to the office to use the Cranmer. And storage! (Slide) As you see, the disks require less space than the print book. Furthermore, it is so easy to make a duplicate copy of a disk--you do not risk having your work lost through fire or some other disaster. We have lived through many changes and improvements as transcribers--the next few years may be the most exciting of them all.

And we owe much to CTEVH. Through TCT and the annual conferences we keep up-to-date on the latest developments whether they be new braille rules or new technology; we meet and share ideas with teachers, parents, and administrators; and we are made to feel that we are equal partners in the education of the blind child.

Jane Corcoran
Sixth District California PTA
Braille Transcription Project,
North Branch

A PARENT'S VIEW
(Presentation, General Session, March 22)

(NOTE: Presentation was accompanied by slides of students in pre-school through sixth grade resource room.)

(Pre-school boys playing guitar) Our two little boys are developing social skills—learning to share one highly competed-for guitar and learning to enjoy the closeness of friendships. Encouraging music and other recreation activities helps the children become more interesting people to know and the skills give them the admiration of their peers.

With my son, Ken, I feel we were possibly too successful. His patient lady principal gave him drum pad and sticks in third grade because she was tired of his thumping on everything else. It worked! By Junior High, he was making good money playing for parties at Boys Clubs, YMCAs, and school dances. By college graduation he had played in all the western states and Alaska. His home and mine still are alive with musicians and mechanics. Ah, friendship!

(First grade boy "drawing" with glue and yarn) Art fun is great for eye-hand coordination, development of finger sensitivity, for pre-reading skills. Development of motor skills, space awareness, and directionality all are necessary for good mobility later on. Also necessary for wood-working, gardening, car repair, vacuuming, and cooking.

Perhaps we were also a bit too successful with this skill with Ken. You've never lived until you've had a six foot, two inch mechanic in the house while he's rebuilding the engine and rewiring a '57 Chevvy. Fingerprints (no matter how careful he is) higher than his wife or I can reach.

Back to art enjoyment. Ken had fun mounting old jewelry or macaroni on wood, paper plates, and interesting-shaped bottles or jars and then spraying with metallic paint. I still have some of his jars. These are great for dry flower arrangements. Glue and sand "painting" is fun and the finished products make nice birthday card covers or hangings. Flour/salt playdough and clay sculpting help the kids' sense of proportion.

"My animal's head shouldn't be as big as its body." Mothers all seem to treasure clay handprints we received from little ones on Mother's Day or Christmas. Can't believe Ken's big paws were once that little—and clean!

(First grade boy reading to two of our young ladies.) Robbie is reading to the girls who are not feeling well. He's a very compassionate and sensitive young man. The girls are patient and listening carefully. Developing good reading skills takes practice. Having an attentive audience helps, too. A child who enjoys reading is not dependent upon TV for entertainment. Reading aloud or being read to is a sharing experience—a very good way to develop friendships.

(Our fourth grade girl proofreading and the first grade boy writing) Helping the children develop creative writing skills is important and is very time consuming for them. Reading back over what has been written and keeping a story moving is hard work. Encouraging their using their imagination and writing may open the way to drama classes in school and possibly a career in acting, writing, or directing. Perhaps many of our children get "turned off" to writing because we old folks get too fussy about grammar and punctuation. I'm guilty of that—just ask our kids! If we start our preschoolers early in using the braillewriter—just pushing keys and space bar in rhythms—for fun and muscle development, that is a good start. Perhaps then all of the little ones will say, as one of ours did, "My braille writer is my best friend."

(Fourth grade girl braille) Starting children early with "fun" reading is easy. Label furniture at home for the tiny ones. Also label pots and pans, cans of food, toys. Siblings learn to read braille that way also, as we found out.

"Sniffy" books with stickers that smell of pizza or ice cream are fun to read together. Twin Vision books with both braille and print encourage the little one to enjoy the braille long before he can read, but thinks he can! I still have little Golden Books with just one braille word per page. Now my grandchildren run their fingers over the braille and read "just like Uncle Ken does."

(Abacus tutor and our fourth grade girl) Anything that can speed up a student's tedious task of braille math is a blessing. The use of an abacus or of finger math makes the job much quicker, easier, and probably more accurate. It gives the student a chance to compete with his "pencil and paper" peers. Hopefully, most classroom teachers no longer insist upon "show your work". Ken used to turn in page after page of long division and algebra. Nothing discourages a child quicker than losing time doing unnecessary work, especially when an accurate and faster way is available. Our volunteer abacus teacher is a great role model. She went to the Center in Albany when she lost her vision and continues to be a successful wife, mother, homemaker, and a delightful challenge to our children. They really have to "hurry" to keep up with her humor and abilities.

(Our sixth grade boy at the typewriter) We start our children typing at third or fourth grade—as soon as they are sufficiently coordinated and motivated. Starting typing is a big deal—a great positive reinforcer. Typing is the beginning of a good method of communicating with the sighted, and of being independent. It is preparation for computer—encouraging good spelling and vocabulary skills, and is (in the student's mind) a marketable skill—not just school work. Ken is still using the old Olympia he bought in grade school. That typewriter has a lot of miles on it—reams of school work, letters home, letters to girl friends, writing checks for the rent and credit card payments.

(Sixth grade boy at computer) Using the computer reinforces keyboard skills and prepares the student for the job market. Computer games are great also for social development, especially for boys who cannot participate in the very important team sports. Playing with (or against) peers teaches sharing, sportsmanship, how to handle defeat—or winning without crowing too loudly.

("Our Gang" singing by the record player) This activity started as a discussion group and led to one student's problem with time tables. So—use a times table record and sing along with it. Good fun and sharing, and a "helping" experience. Clapping out the rhythms of 2×2 equals 4 is one way to get the facts. Whatever works! And who knows, we may have the beginnings of a great glee club.

(Our kids sitting on the couch) This is our library,

discussion group, and planning area. The couch and carpet give a "family" or "belonging" feeling and makes a comfortable spot for planning outings, discussion of school or local news, class problems, or exciting family news. The quiet corner is also good for an "I want to be alone" break—with a good book or just to relax. At times, competition in regular classrooms is pretty frustrating. A resource room break can help get us back on the track.

(Fourth grade girl with stuffed toy) A great joy in this young lady's life is sitting at the brailleist's desk. She loves my chair. She is enjoying holding Little Chan, a replica of a Sharpei puppy. She calls him a Chinese wrinkle dog. We bring in many strange things to introduce as many tactual materials as possible to our children—collections of rocks, leaves and flowers, snake or alligator or animal skins, birds, nests, bees wax—all things our children ordinarily would not see. All of the touch-and-explore experiences sharpen tactual skills. For little ones who have problems in reaching out and touching things, this can be a challenge. I remember the first time Ken crawled off his blanket onto the grass. Instant response! No way would he touch it again without coaxing. We got the same response with sand. We put cornmeal on his high chair tray—dry at first and then wet to shape and squeeze. He soon loved the sand and dirt. Many times I have been sorry I introduced him to the joys of digging holes and building dirt forts. Good tactual skills are important, not just for reading or map study, but for stringing a guitar, putting together a bike, or rewiring a car. Who knows what a child will want to do someday? From the time children are born, encourage tasting, touching, listening, testing—absorbing every experience possible. Talk to them, read to them, try to fill in as many gaps as possible—for things that sighted kids learn from everyday living—that traffic lights change with the volume of traffic or a timer in a big box on the street corner, that the sky changes color with the seasons or storms, that ice may be clear or white, that blue and yellow make green, that you can see mountains in the distance over the tops of nearby hills, that streams run fast and furious when snow melts miles away. Feed the kids information to make them interested in many things and to make them become more interesting knowledgeable, talented, and outgoing individuals.

Marian Wickham, Parent, and Transcriber,
San Mateo County Schools

WORKSHOP REPORTS

REPORTS FROM CONFERENCE XXVI (San Francisco, 1985)

(Workshop Nos. 107, 204, 208, 301, 503, 507, 604, 706, 801, and 804 are reported here. Other workshops will be reported in subsequent issues.)

EARLY COMMUNICATION BETWEEN MOTHERS AND THEIR VISUALLY IMPAIRED INFANTS, Workshop #107

(Leaders: Deborah Chen Bremer and Clare Taylor Friedman, Doctoral Candidates, Univ. of California, Berkeley and San Francisco State University)

This session presented findings from two current research projects involving parents and their visually impaired infants (12-30 months old). Videotape segments of four infants who participated in both studies were used to illustrate types of exchange routines developed in play situations and the effects of visual impairments on infant-mother interaction and attachment.

Types of exchange routines

Deborah Bremer described three types of exchange routines observed in play situations of parents and visually impaired infants: (a) imitation/game-based routines, (b) action-based routines and (c) reference-based routines. Two basic formats of imitation-based routines were presented. In the infant-initiated or "you do—I do" format, parents imitated the infant's actions or vocalizations. In the parent-initiated or "I do—you do" format, parents introduced an action, vocalization or game which was familiar to the infant. In the videotape examples, parents developed familiar vocal play and action games and enlisted the infants' participation through prompts and a consistent game structure. Games were expanded, requiring a more active infant response, as the infant anticipated and performed his/her part. These imitation/game based routines were used with the infants "youngest" in terms of cognitive and communicative abilities. In the videotape example with a totally blind infant, both mother and infant perseverated in the mutual imitation of a single word ("glasses") for several turns. This routine should be expanded through action and description of the labelled object, e.g., "Put the glasses on Mommy".

Two formats of action-based routines were presented. In the infant-initiated or "you request action—I do", the parent responds to an infant request. In the parent-initiated or "I request

action—you do", parents used a variety of means to enlist the infant's response, e.g., a demonstration of an action and verbal request, gestural prompts, and physical guidance if the infant fails to respond appropriately. In one videotape example, the visually impaired infant resisted her mother's physical guidance. The mother paired this disliked activity (physical guidance) with a preferred one (vocal imitation) in order to gain the infant's willing participation.

Reference-based routines require a verbal response or request from the infant. To respond to the question "What's that?" the infant must: (a) attend to the object, (b) discriminate it from other objects and (c) label it. In one videotape example, a partially sighted infant demonstrated early strategies for engaging in reference-based routines. This infant used an idiosyncratic vocal label, imitation of maternal models and request for action with the object to expand this routine. In contrast, an example with a totally blind infant demonstrated an inability to use a variety of strategies to maintain and expand a reference-based routine. This infant had a few statements which were used repeatedly in response to maternal questions and statements.

Findings suggested that, for the most part, these parents developed exchange routines which initially fit the infant's cognitive and communicative levels. However, early intervention may assist parental identification of these developed routines, as well as modification and expansion of later routines to promote infant communicative development. Exchange routines were characterized by shared attention, turntaking, and mutual enjoyment. These features of social communication seem to provide a basis for the development of verbal conversation skills and deserve attention in early intervention programs for visually impaired infants and their parents.

Interaction and attachment

In the second half of the session, Clare Friedman discussed observations of individual differences in interaction and attachment behavior associated with both infant and maternal behavioral attributes. These observations were discussed in the context of Bowlby's ethological theory of attachment and the findings (with intact samples) that maternal sensitive responsiveness to infant signals is a critical determinant of the relative security of the infant's attachment to the mother. An excerpt of naturalistic home observation and two brief segments of a laboratory procedure known as the Ainsworth Strange Situation were shown for each of the infants.

The Ainsworth Strange Situation is a standard laboratory procedure which has been used extensively, but has not previously been used with visually impaired infants. It involves eight brief episodes designed to alternately activate the infant's exploratory and attachment behavioral systems through exposure to a novel playroom environment, a friendly stranger and brief separations from the mother. The infant's behavior in this situation has proven to be a reliable indicator of relative security of attachment and is related to both infant and maternal behavior observed naturalistically in the home. The excerpts shown were those in which (a) the mother and the infant were alone in the room and the infant is free to explore and play while the mother plays a nondirective, but normally responsive role, and (b) the mother reenters the room after the second of two brief (3 minutes or less) separations.

Each home observation shown involved some "negotiation" between the infant and mother; the effect of the infant's visual impairment, the mother's perception of and response to infant signals were discussed and related to the infant's response in the Strange Situation.

Three of the home interaction segments involved a situation in which the mother's goal was to change the interaction from our activity or context to another. In each case the infant was reluctant to change and communicated this through nonverbal signals. The mothers' ability to respond to and accommodate to the infant's signals varied, as did their success in achieving the activity change without a deterioration of the interaction. In the tape of the first infant, the mother's goal is to move from floor-play to lunch. The infant resists, and his mother negotiates a compromise such that they continue to play on the floor for a short while with reminders that it will soon

be time for lunch, and gradually make the transition into a pick-up posture to move from the floor to lunch. The second mother abruptly terminates a delightful interaction with a basketball to introduce a toy dashboard despite the infant's protests. After the transition all interactive play and animation had disappeared. In the third instance, the mother is seeking to shift a totally blind boy from perseverative play with a xylophone to a new toy or to a different use of the xylophone; her strategies are unsuccessful and he ultimately withdraws from the interaction resistantly and asks to go to bed. In the Strange Situation, the first infant explores without hesitation, does not cry when his mother leaves, but greets her warmly and seeks interaction when she returns. The second infant plays freely, is not overtly distressed when her mother leaves, but is cool towards her and avoids close contact on reunion. The totally blind infant is distressed upon entry into the playroom, has to be consoled, and does not engage in exploratory play at all. He is extremely distressed when his mother leaves, cannot be consoled by the stranger, but is gradually consoled by his mother when she returns.

One of the home interaction segments involved an infant whose goal was to switch from a snack to interaction with her mother. She uses her arm to gesture for her mother to approach and they interact briefly. Then her mother moves to the other side of the room, her back turned, the infant repeats the gesture, unable to see where her mother is, but returns to her snack upon failing to elicit a response. In the Strange Situation this infant explores happily, enlisting her mother's assistance with a new toy, then exploring it further on her own. She is not distressed upon separation, but immediately shows her mother a toy on reunion and then invites her mother to play with her on the floor.

In intact samples, the organization of the infant's attachment behavior has proven to have far-reaching adaptive consequences and to be rooted in early interactions with the mother. This evidence suggests that this is also true for visually impaired infants. The visual impairment interferes directly with mother-infant signal exchange and this is an important area of focus for early intervention.

VISUAL IMPAIRMENT: A FAMILY AFFAIR, Workshop #204
(Leader: Dr. Vivian I. Correa, Asst. Prof., Texas Tech University)

Working with families of visually impaired children is a challenge for the professional. Much has been written about families' reactions to having a visually impaired child. Nonetheless, most of the literature addresses the mothers reactions to her handicapped child. As professionals, we also tend to address our intervention and programming toward involvement of the mother. We often see the problems of the family of a visually impaired student as a problem with the mother-child relationship.

It is only now, with the advent of more literature and research in the area of family systems, that professionals working with the visually impaired person are viewing the importance of including the complete family into the intervention. The purpose of this presentation was to present the perspective that intervention with visually impaired persons is truly a "family affair".

The presentation included: (1) an introduction to family systems theory, (2) a case example to illustrate the family dynamics involved in working

with visually impaired children, (3) an updated review of parental reactions to handicapped children, (4) a discussion of the current research findings on the father's role in the intervention of his visually handicapped child, and (5) a brief discussion on siblings and extended family members reactions to the child with a visual handicap.

In general, the literature on family reactions to the handicapped child is somewhat negative and pessimistic; this presentation took a more optimistic approach. The family can better cope with and adjust to the stress often associated with the presence of a visually impaired child, if they support and understand each other. As professionals, it is our role to reinforce unity within families. By making the participants in this workshop sensitive to the issues of family systems approaches to special education involvement, it is hoped that professionals can begin to have a broader view of the effects a visually impaired child will have on the total family system.

INSERVICING CLASSROOM TEACHERS, Workshop #208

(Leader: Jean Olmstead, Itinerant Teacher of the Visually Impaired, Richmond U.S.D.)

Every fall in Richmond Unified School District 25 classroom teachers who have visually impaired (VI) students in their classes are given a stipend of \$25 (from PL 94-142 Staff Development funds) to attend a two hour inservice presented by the VI teachers. To heighten general awareness of visual impairments and their implications, the VI teachers show a movie or provide information regarding the structure and function of the eye and common eye disorders. Two or three students from the VI program talk to the teachers about their visual disorders and how their participation in academic and social activities is affected. The role of the VI teachers is explained.

In addition, the classroom teachers are divided into groups according to their students' disabilities and learn how each disability affects their students' functioning. Then each group rotates to each of five stations manned by a VI teacher: contrast, distance vision with O & M display, posture, braille, and PE. At the stations the teachers learn about adaptive equipment and techniques to use with their low vision students. Also, each teacher wears glasses that simulate her student's particular

visual condition and acuity while performing school tasks.

Presenting such an inservice may not be feasible in every district. However, VI teachers may choose to inservice classroom teachers who have their students in small groups at the school site during school hours. This technique is particularly effective in secondary schools. The VI teacher and his/her student can provide information about the student's visual condition and remediation techniques. The regular teachers can wear simulating glasses to see how distance and near vision is affected by the disorder.

Inservicing teachers in groups is not only an effective use of the VI teacher's time, but the VI student also becomes skilled in talking about the implications of his visual condition. After participating in such inservices, the regular teachers are generally more understanding of the special needs of their VI students and more willing to cooperate with VI teachers and use appropriate adaptations in their classrooms.

USING THE GUIDELINES: ORIENTATION AND MOBILITY/SENSORY MOTOR SKILLS
MEETING SENSORY MOTOR NEEDS IN AN ORIENTATION AND MOBILITY PROGRAM: AN INNOVATIVE APPROACH, Workshop #301

(Leaders: Wendy Scheffers, Orientation and Mobility Specialist, and Teacher of the Visually Impaired, Marin Co. Office of Education; Susan DuPree, Movement Therapist, San Francisco Lighthouse for the Blind; Reported by Kathleen B. Costello, VH Teacher/ O&M Instructor, Marin Co. Office of Education)

This workshop was geared primarily towards mobility instructors detailing how to do a sensory motor assessment for school age children, how to interpret the results, and what to do with those results.

The underlying message was that if a child is failing with his gross motor abilities, then there probably are sensory motor problems beyond, and that remediation in gross motor won't help.

The structure of the workshop was threefold: a quick review of the state guide lines covering sensory motor and orientation and mobility needs, presentation of the assessment including an

observation checklist for possible sensory motor problems, and a 45 minute video of an actual assessment being done.

The video, called "Innovation in Orientation and Mobility" was very helpful as we actually saw "how to". Some of the areas covered in this assessment include screening of; body image, laterality, directionality, static and dynamic balance, gait, endurance, body alignment, flexibility, muscle tone and strength, coordination, range of motion, ability to relax, proprioception, asymmetrical tonic neck reflex, tonic labyrinthine reflex, equilibrium reactions, vestibular system/protective extension reaction and sensation.

USING THE GUIDELINES: DAILY LIVING SKILLS
MAKING TIME FOR LIVING SKILLS, Workshop #501
(Leader: Patty Canter Williams, Living Skills Center)

Patty Canter Williams began the workshop with a discussion of the critical importance of living skills to a successful visually impaired adult. Even though there is very little time in an academic setting to concentrate on these skills, we as teachers must somehow use our ingenuity to incorporate living skills into our daily programs and to encourage parents also to teach living skills at home.

Many subjects can be taught in group classes before school, at noon, during resource periods, or after school. A list of such classes, which included curriculum ideas, was handed out and discussed. Topics included: 1. community issues; e.g., history of blindness, organizations of and for the blind, etc., 2. current events, 3. emergency and first aid procedures, 4. crafts, 5. cooking, 6. clothing classes, 7. social skills classes, and 8. transition classes; i.e., a series of classes to facilitate the transition from high school to college, an independent living program, or the world.

Next, spring workshops for parents and students were discussed. Such workshops can help parents, students, and teachers plan a summer program

that will be fun for students and that will also include very important learning experiences.

Next, Mary Ann Malinak discussed living skills from the point of view of an administrator who works in a county where the main emphasis is on a functional skills approach. She gave suggestions as to how daily living skills may be incorporated into existing classroom instructional activities at the primary level. For example, when working on shape and size recognition, use actual household items such as canned goods, cereal boxes, bottles with twist off caps, etc. Or, when working on math skills, use braille or large print watches, clocks, timers, etc. Ms. Malinak also discussed methods for writing IEP goals that meet several living skills needs simultaneously. For example, a goal to learn a mobility route can be expanded to include communication skills, social skills, math, mobility, and eating skills if it is a route to a donut shop and the student is expected to order a donut, pay for it (coin identification), eat it, and return to school.

Mike Cole then discussed a handout called "Who's

Who—A Sample of Interesting Blind and Low Vision People" which should be included in any class on community issues concerning visually impaired people. He also discussed the Guidelines and encouraged teachers and parents to consider the Guidelines as recognition by the State that living skills are important and that the State is giving permission to teachers to go ahead and give their students what they need and deserve: a good basic

foundation in living skills.

Handouts from the workshop about group classes, a list of interesting blind people, parent workshops, sample IEP goals, and instructional activities at the primary level can be obtained by writing to Patty Canter Williams at the Living Skills Center, 2444 Road 20 #C-105, San Pablo, CA 94806.

COPING WITH STRESS: SURVIVAL STRATEGIES FOR THE VH TEACHER, THE PARENT, AND THE VISUALLY IMPAIRED INDIVIDUAL, Workshop #503 (Leaders: Dr. Rona Harell, Los Angeles Co. Schools; Felice Strauss, Long Beach U.S.D.)

Factors influencing the need for a stress management workshop are the shortage of VH teachers, the high rate of burnout among teachers, and the high stress level of the visually impaired and their families.

The workshop began with participants taking a survey designed to show how vulnerable to stress their lifestyles make them.

The three types of stress: eustress, neustress, and distress were explained, including the symptoms associated with them, both emotional and physical. Warning signs for both adults and children were included.

Several scales and surveys to identify one's own life stressors were contained in a packet distributed to participants. Specific stressors affecting VH teachers, the parents of the visually impaired,

and visually impaired individuals themselves were delineated. It became evident that there are numerous stressors facing these individuals.

A wide variety of stress reduction techniques were provided. These included, but were not limited to: time management, biofeedback, relaxation response techniques, meditation, imagery, support groups, leisure activities, stress reactivity, problem solving, and daily living patterns (including eating, sleeping, and exercising). Participants were guided through a relaxation exercise and were able to monitor their stress levels via temperature feedback.

Curriculum materials were available for inspection. Specific relaxation techniques for young children and a list of references and materials were included in the packet of handout materials.

LITERARY BRAILLE, Workshop #506

(Leaders: Norma L. Schechter, Elizabeth Schrieffer, CTEVH Literary Braille Co-Specialists)

Each sentence was examined in detail and questions raised, discussed and answered. Much lively debate was involved in arriving at some of the solutions.

Questions involving format, italics, capitalization, foreign phrases, proper names, and word division were of prime interest.

The freedom with which authors, printers, publishers, etc. put a book into final form often creates much doubt and frustration for the transcriber.

Helps, hints and assistive devices for the transcriber were displayed and discussed with sources given for obtaining the latter.

All participants indicated satisfaction with the workshop. The desire for more time was expressed.

This workshop began by citing some problems submitted in writing. Two of these were:

G-BARS (Acronym for Great Bay Area Restaurant Search)

and

MHz (MegaHertz)

These were discussed and resolved thus:

-- -- -- oo -- o- o- o- -o
-o -o -o oo oo -o -- oo o-

-- oo -- o- o-
-o o- -o oo oo

Sheets of printed sentences were passed to participants, who were then given time to locate and identify braille contractions, errors, omissions, etc. within these sentences.

THE PRODUCTION OF SPECIALIZED MATERIALS FOR THE VISUALLY IMPAIRED, Workshop #507

(Leader: Paul J. Lewis, Supervisor, Florida IMC for the Visually Handicapped; Panelist: Bill Davis, Media Specialist, New Mexico School for the Visually Handicapped)

This presentation covered two areas: (1) an overview of Florida's proposal to automate braille textbook production; and, (2) an overview of hardware and software available for computerized braille production.

Mr. Lewis presented a brief background of Florida and the Florida Instructional Materials Center for the Visually Handicapped to provide the audience with a picture of the population of visually impaired students within the state and the scope of services provided by the Center. The Center has been coordinating the statewide production of volunteer produced braille textbooks since 1972. This is for the benefit of approximately 166 braille reading students out of a total visually impaired student population of 2,050.

Volunteers throughout the State produce hand transcribed masters for storage and Thermoform reproduction at the Center. Thermoform production at the Center during 1983-84 involved about 3,000 volumes-160,000 pages, and 950 hours of production time. The production responded to needs almost equally divided between Florida and 38 other states for copies of the 374 masters stored at the Center. These statistics indicate that duplication of braille is a significant burden when limited personnel resources are available.

In the Florida proposal to automate braille productions each of twenty volunteer workstations would (probably) consist of:

- ** Apple IIe (dual disk, green monitor, 80 column card)
- ** Serial Card
- ** Telephone Modem
- ** Braille Software
- ** Accessories

Each workstation would cost approximately \$2,142 and would be loaned to select volunteers at no charge.

The Center would house the Production Center consisting of:

- ** Apple IIe (dual disk, green monitor, 80 column card)
- ** Serial Card
- ** High Speed Braille Printer
- ** Paperless Braille Device
- ** Supplies and Accessories

The Production Center would cost approximately \$32,000.

In addition, another Apple IIe system with telephone modem would be placed in the Production Center to serve as a backup to the main system and as a Communications Center. This feature would allow volunteers to phone connect their computer workstations to the Center via an existing toll-free WATS line after five p.m. Access to a "bulletin board" type service would allow for a general message board, private mail, textbook assignments, and a user group type of technical assistance. Essentially, such a system would informally link volunteers and the Center in an inexpensive and efficient manner.

Finally, Mr. Lewis presented several key considerations for this new technology of sharing materials which should be addressed on state and national levels. They include: standards and compatibility of data from area to area so that states might easily share; the far ranging implications of copyright laws; the present and near future of mass storage capabilities where entire master collections can be transferred inexpensively; the possibility of a national data base to exchange real-time information on the availability of materials; and, the possibility of efficient data transfer of materials from state to state.

Mr. Davis presented slides to provide an overview of current software and hardware being used to produce computerized braille. This section of the presentation emphasized that computerized braille production should not be regarded as making the traditional volunteer braille transcribers obsolete. Indeed, there continue to be many kinds of braille transcription tasks and formats which are not easily accommodated by some of the computerized braille production methods. Rather, computerized braille might better be regarded as another supplementary method which can be employed with some materials to allow wider access to braille materials than has been possible in the past. Even in instances where computerized braille has been employed, volunteers often remain at the heart of the production effort.

Two distinctly different categories of braille software were explained. One category might be labelled "direct braille entry" and the other might be labelled "braille translation."

Direct braille entry software allows the experienced transcriber to use six designated keys and the spacebar of the microcomputer's keyboard to behave like a conventional braille writer. The essential differences are that the information is stored on a floppy disk. The software functions much like a word processing or line editing program to allow easy correction, insertion and deletion of text. Once the material has been proofread and polished, it can then be sent to a braille printer.

Examples of direct braille entry software and the kinds of microcomputers on which they will run are:

1. Micro Braille Program (IBM PC and some compatibles)
2. Ed-It (Apple II family)
3. Braille-Edit & BETTE (Apple II Family)
4. Tabicat (Commodore 64)

Braille translation software, on the other hand, allows a skilled keyboardist (who may know little or nothing about braille) to enter straight text (like typing) into the computer and save it onto a floppy disk. A feature of the program can then be used to translate the straight text into Grade II braille short forms and contractions. Assuming that all of the formatting requirements have been accommodated, the translated Grade II braille chapters can then be sent to a braille printer.

Examples of braille translation software and the kinds of microcomputers on which they will run are:

1. Braille-Edit and BETTE (Apple II family)
2. Duxbury Translator (CP/M or IBM PC)
3. Maryland Computer Services Translator (Hewlett-Packard)
4. Braille-Talk (Apple II family or IBM PC)

It was also noted that most braille translation software can be used on text files which have been input to the computer from an optical character recognition (OCR) device, eg., the Kurzweil Reading Machine, the Kurzweil Data Entry Machine, the Ready Reader or the Omni-Reader. These devices can be used to read typed (or in some cases, typeset) pages into the computer, thereby eliminating the need to have someone re-enter that text on the keyboard.

Naturally, OCR devices make mistakes, too! The files must be proofread, corrected, and formatted into the proper braille format before being translated and sent to the braille printer. It was pointed out that this method of text entry is most suitable for pages with simple, straight text formats.

An added potential advantage of having text stored onto a floppy disk is that the same disk can be used to generate not only paper braille copies, but also (with considerable modification) paperless braille tapes, large print copies, or used as a source for output to a speech synthesizer. Our field must still address legitimate copyright concerns before this kind of versatile output becomes practical without seeking individual permission for each medium.

Where might computerized braille methods be considered for implementation? The scope of potential sites might include the following:

1. Individual transcriber
2. Large school district serving several braille students
3. Regional service center
4. Statewide instructional resource centers
5. National network

If large scale production of computer-generated braille is going to be given consideration, then an (admittedly) expensive braille printer which is capable of handling continuous form braille paper and operating at high speeds becomes a virtual necessity. A brief demonstration was given using an Apple IIe, the newly released BETTE (Braille-Edit Textbook Transcribers' Edition) software and a Thiel Braille Printer. After some preliminary explanation of how the material could be proofread in a variety of ways, the workshop participants witnessed how the Thiel Braille Printer could generate paper braille copies at the rate of one braille page every eight or nine seconds.

Mr. Davis pointed out that too many people think these alternate and modern ways of producing braille are easy and don't require many of the skills once needed. This is not even close to the truth. The real advantage of these systems is that more braille is generated in less time for the students we serve.

THE LIVING SKILLS CENTER: 12 YEARS OLDER AND STRONGER THAN EVER!!! Workshop #604
(Leader: Mike Cole, Director, Living Skills Center for the Visually Handicapped; Panelists: Patty Canter Williams, Living Skills Instructor; Toni Provost-Hatlen and Linda Alexander, Orientation and Mobility Instructors; Roseanne Smith, Vocational Specialist; Coletter Salaun, Living Skills Instructor)

The workshop featured the entire teaching staff of the Living Skills Center. The program began with the audience indicating its broad representation of conference participants. There were teachers, parents, students, and administrators.

Panel leader Mike Cole began by giving a brief overview of the Skills Center's program goals and objectives. He stressed the need for the entire special education community to keep the dream of independent living for blind and low vision young people alive. The "learn by doing" model which the Skills Center affirms has made the transition to adult living possible for some and easier for others.

The emphasis throughout the remaining presentations was on group classes which the staff has developed over the past few years. Information can be very efficiently disseminated to many students at one time, and then followed up with hands-on instruction on an individual basis. Obviously, there is a myriad of tasks (for example, learning to set up a braille check record or doing laundry) which must be taught one-to-one. We do believe, however, that the ideas represented in the curriculum outlines for group classes that we distributed at the workshop are very useful to us and could also be incorporated into other programs which work with visually impaired students.

Each curriculum area was discussed with emphasis placed on those aspects which lend themselves to group instruction. The Living Skills staff led off with a description of some information-based classes that have been most successful. These encompass such issues as food safety and the storing of leftovers; human sexuality; moving, i.e., looking for and securing a new apartment; pot luck meals; community issues such as the "Who's Who and History of Blindness;" as well as the many issues surrounding the single word "clothing." The audience enlivened the proceedings at this point with some interesting suggestions and anecdotes. There was a section on social skills with an eye to including topics of friendship and the inevitable interaction with the whole community which independent living makes routine.

In an area as complex as personal finances,

individual instruction is most appropriate. There are, however, some areas which can be taught to a group of students. Curriculum subjects like insurance, banking services, credit, telephone services, social security, SSI, and MediCal were discussed.

In the vocational area, the seminar format allows for extremely valuable give and take both to build confidence and to establish empathy among the group members. The group discusses such topics as "Why work?", life style changes associated with work, and information interviews conducted over the phone and recorded for sharing in the group. Job applications and resume writing come alive when there is group interaction. Probably the most enjoyable classes are those that feature guest speakers who have fought the good fight to succeed in the adult work world.

And strange as it may seem, orientation and mobility has many aspects which can be presented all at once to a group. Good consumers are those who know what the choices are. There is enough variety in orientation and mobility equipment to make a presentation quite useful. Cane styles are generally only read about in catalogs. Orientation and mobility files can be started, added to, and information shared. These files may include whole or partial bus schedules, notes regarding route details, lists of relevant phone numbers, etc. Aside from information dissemination and strategies for efficient planning, the telling of amusing or hair-raising stories help to keep the group focused on the efficacy of good, safe, and sometimes creative travel.

At the conclusion of the workshop, the panelists answered questions regarding the relationship of the Skills Center to the Department of Rehabilitation, the similarities and differences with other centers, and the type of people for whom each of the programs is best designed. The panel responded that the Skills Center is looking for blind and low vision people who can benefit from a period of intense instruction in all aspects of independent living before actually tackling the tasks. Interested persons should make inquiries in conjunction with their broad rehabilitation plan.

ON THE (COUNTRY) ROAD AGAIN—POSITIVE SOLUTIONS FOR RURAL ITINERANT TEACHERS, Workshop #706

(Leader: Lynne Laney-Milo, Itinerant Teacher of the Visually Impaired and Orientation and Mobility Instructor, Placer Co. Office of Education; Panelists (Itinerant Teachers): Al Lopez, Humboldt Co.; Diane Hutchinson, Mono Co.; Patricia Davis, Merced Co.; Lois Harrell, Variety Club Blind Babies Foundation, substituting for Martha Pamperin, Yolo Co.)

The goal of this workshop was to provide a forum for the unique problems of rural itinerant teaching and offer positive proven solutions.

As the panel was introduced, each member briefly described his/her caseload and the geographical area covered. Several panelists have use of their county's Office of Education's car because of the amount of miles they drive to see students. The audience asked how the County cars were assigned, and also commented about the new tax laws concerning job-related mileage on private vehicles.

Al Lopez raised the question of concern over itinerant programs adequately serving visually impaired children. He believes that itinerant programs are still doing an excellent job, but problems exist in teachers having huge caseloads. Master Plan has raised havoc with funding bases and formulas. Al passed out a copy of his proposal to his County on funding itinerant programs as a Special Day Class rather than a D.I.S. service. His program remains itinerant, but his funding is better. Al also mentioned that the sub caps for I.P.S. units may be waived for low incidence programs.

Diana Hutchinson presented her solutions to communication problems between school staff and between V.I. teacher and parents. Diana has developed an NCR form that can be used to log phone calls, observations, and need for assessment, etc. The NCR copies go to the Special Education team members. Diana has also been video taping certain living skill lessons for the parents of her students. Both parents can view the tape at home or with Diana to ask her questions. Lynne Laney-Milo distributed dittoed forms and letters she's developed to save time and improve communication with school principals and teachers. She shared a laminated card she leaves with a school secretary indicating the classroom she is working in so she can easily be located.

Lois Harrell presented Martha Pamperin's excellent inservice for teachers of the multi-handicapped, and distributed samples of Martha's techniques and observation tools. Martha's positive weekly reinforcement of the M.H. teachers has brought remarkable results, and her system works for an itinerant teacher with M.H.V.I. students on their caseload.

Pat Davis described how she incorporates daily living skills into her itinerant day. She utilizes every opportunity for A.D.L. whether it be part of a home economics class or on a mobility lesson. Field trips provide a great opportunity for living skills. Merced County has built a living skills classroom that Pat uses during extended year, and other Special Education teachers use, also. Pat has designed a "large drawing" basic cookbook for low vision and low readers that her students enjoy.

Lynne Laney-Milo briefly went through the assessment tools she uses, and pleaded the real need for an assessment materials borrowing center to be re-established. Rural teachers often don't have the appropriate assessment tools. She also told the group about the formation of a sub-chapter of AERBVI in the Central Valley to provide V.I. teachers with opportunities for workshops and act as a sounding-board. Many rural teachers of V.I. have utilized the sub-chapter this year. Regional organizations of teachers may provide much needed support for isolated teachers of the V.I. Often a rural teacher of the V.I. may be the only V.I. teacher in their entire county.

Many rural counties are using itinerant teacher assistants for their visually impaired students. Funding as a Special Day Class can allow for an aide.

Lynn distributed flyers and information on ACRES, an organization for rural special educators based in Washington state.

APH/CDHS UPDATE, Workshop #704

(Leader: Carl W. Lappin, Textbook Consultant, American Printing House for the Blind; Panelists: Mary Nelle Council, American Printing House for the Blind; Fred L. Sinclair, Director, Clearinghouse Depository for Handicapped Students, California State Dept. of Education.)

This update followed its usual informal pattern. Panelists were introduced and the participants were asked to be informal and ask questions when they needed to do so.

Ms. Council described new school textbooks that were in process for braille and large type. These books will be delivered to the schools by August 15, 1985. She also named all new educational aids that were shown at the APH exhibit. Several new items were discussed which are now in the research stage. We continue to get high praise for the Patterns Reading Program and its Literary Readers for each level.

Mr. Sinclair enumerated the procedures used in ordering on the state Federal Quota Account. He discussed the various ways in which his office can help and be a support to the local school programs.

Mr. Sinclair displayed three Lois Harrell books that have just been completed by APH as a contract

order using the California Quota Account.

Mr. Lappin, Textbook Consultant at APH, listed subject areas of school textbooks from Kindergarten through grade twelve that will be presented to the APH Publications Committee on May 10, 1985.

The process used for selection was described and guidelines were given to school systems who would like to submit their requests.

The Central Catalog was discussed at length and much praise was voiced for the excellent service APH has given the schools and states. These teachers would very much like to see this data base available on-line from a central computer. They do not know how they could pay for the service, but would be most willing to try all avenues for funds, including Federal and State.

The session ended with the showing of the new APH Slide Cassette "Playing the Crucial Role."

USING THE GUIDELINES: CONCEPT DEVELOPMENT/ACADEMIC SKILLS

TEACHING ACADEMIC SKILLS INVOLVES MORE THAN BEING A TUTOR, Workshop # 801

(Leaders: Deborah Tierney Russell and Sandra Adams Curry, Teachers of the Visually Impaired)

The workshop was conducted to review the six academic skill areas on which the teacher of the visually impaired needs to concentrate. Three of these areas are generally thought to be the responsibility of the regular teacher: math, reading, and spelling. Instruction in the three other areas, concept development, listening skills, and study skills was described as being the primary responsibility of the teacher of the visually impaired.

Two sample IEPs were distributed. The many goals on each IEP were referenced as each academic skill area was discussed, with several goals meeting more than one assessed need for each student. The presenters stressed the importance of ongoing assessment in their program, and provided a list of the assessment tools that they routinely use to assess academic needs.

SPECIFIC AREA OF ACADEMIC INSTRUCTION: CONCEPT DEVELOPMENT

The teacher of the visually impaired should find a good list of concepts and use it as a basis for assessment and teaching. Students having trouble with certain concepts can be encouraged to look for examples of the "concept of the week" in their environment. Further focus on a particular concept can occur by having the students make their own Oakmont-type books and materials. Art activities and participation in games also require the students to demonstrate their knowledge of, and familiarity with, concepts. Older students should be expected to coordinate higher level reasoning in their actions and in the increasing number of decisions they should be allowed to make.

SPECIFIC AREA OF ACADEMIC INSTRUCTION: LISTENING SKILLS

Our students are involved in three types of listening situations: classroom, lectures, and listening to materials originally printed. Tapes can be made of classroom and lecture situations, and the teacher of the visually impaired can go through the taped material with the student, discussing what is and what is not important to remember. As the student advances, note taking while listening can be taught and practiced. For materials intended for print, the student needs to be taught how print materials are organized and how to listen for topic sentences

and supporting evidence. Again, note taking needs to be a component of listening for information, even for younger listeners.

SPECIFIC AREA OF ACADEMIC INSTRUCTION: READING

The teacher of the visually impaired needs to work closely with the regular classroom teacher in the area of reading, even after the student has learned to decode words. Assistance should be provided to identify the optimal reading environment, and with helping the regular teacher and the student to understand the student's reading profile, including any limitations or necessary adaptations.

Since one's identity as a student is closely related to one's ability to read well, it is imperative that the teacher of the visually impaired encourage students to be readers by providing many opportunities for the students to use and practice this skill. We regularly require our students to read career or visual impairment awareness materials, later testing the students for comprehension of this reading matter. Increased reading comprehension can also be developed by instruction in the CLOZE method. However, the most successful method of motivating our students to become readers is the use of bibliotherapy, the employment of books and other written materials to assist persons in the treatment of problems in their lives. By finding books or articles about other youngsters who are resolving intra- or interpersonal conflict, handling grief or other strong emotions, or coping with unsettling life changes, our students have found that they are not alone in the problems that they face. In addition, they have discovered new ways of approaching or solving these difficulties, thereby increasing their own self-esteem and developing a more solid self-concept. And, in the process, these students have become good readers.

SPECIFIC AREA OF ACADEMIC INSTRUCTION: MATHEMATICS

The primary role of the teacher of the visually impaired in the instruction of mathematics is to support the regular classroom teacher by providing assistance with teaching strategies and specialized materials. In addition, the special

teacher needs to work closely with the student and regular teacher to determine that errors in the student's work are not due to problems with the interpretation of the braille code, or with reading or writing the problems. Due to the limited experiences of many visually impaired children, the teacher of the visually impaired needs to give the students many opportunities for experiential learning of mathematics skills during the instruction of living skills, games, career activities, etc. Finally, these students will need special instruction and practice in the use of calculators, measurement, time, money, and banking.

SPECIFIC AREA OF ACADEMIC INSTRUCTION: SPELLING

Spelling can be taught in conjunction with typing instruction, using words from eye units, career readings, assignments from the regular classroom, and graded spelling lists. Have the students type the new words one day, type sentences using the words on another, and test them on a third. In addition, having the youngster keep a personal dictionary of those words which have been mastered helps to build self esteem and further motivates the student.

Spelling is a function of writing, so another good way to teach spelling is to have students write. Most students of all ages like to keep journals, either about their everyday activities, or about specific school-related events, such as field trips for career awareness, or discussions with visually impaired adults. New words for the spelling/typing lessons can be acquired from these samples of the students' writing.

COMPUTER ACCESS BY THE VISUALLY IMPAIRED, Workshop #804

(Leaders: Sue Melrose and Jan McKinley, Researchers, Computer Training and Evaluation Center, Veterans Administration Medical Center, Palo Alto)

WHY THE APPLE

The session opened with a discussion of why the Apple has become so widely used by the visually impaired. The price is reasonable. It is sold and serviced at many local computer stores. Apple's marketing tactic of placing them in public schools

SPECIFIC AREA OF ACADEMIC INSTRUCTION: STUDY SKILLS

The teacher of the visually impaired must be the primary provider of the following study skills: use of library reference materials, note taking, map skills, reading and making graphs, charts, and tables, acquiring recorded material, and the ability to acquire and use a reader. Mastery in these areas cannot be expected if the visually impaired student is exposed to instruction in the regular classroom alone, as the instruction in these areas requires a specific knowledge of visual disability and its effect on learning.

Further, the teacher of the visually impaired, coordinating with the parents, student, and other teachers, needs to emphasize the importance of, and provide opportunity for the student to practice, the organization of time and physical space.

The presenters stressed that many of these academic goals can and should be coordinated with goals for other assessed needs. One need not teach one skill at a time, but should interrelate as many skills as possible, not only to save time, but to emphasize the significance of what one is teaching to the student's future life as an adult.

Discussion during the workshop digressed at one point to the question of how a teacher of the visually impaired can be expected to address the needs of each student in the skill areas mentioned during the session and the additional areas of the Guidelines. Our students were seen for the most part on a daily basis for one to two hours, because assessments had indicated that they had intensive needs in many areas of the Guidelines. It is the opinion of the presenters that students who have these kinds of needs should be placed in programs where each of their needs can and will be met by qualified teachers.

has made them available to the special education community. The eight slots for specialty interface and operation modifying cards makes it an extremely flexible computer. There is a variety of customized software developed to meet the specific needs of the visually impaired.

PERIPHERALS: BRAILLE, VOICE, AND LARGE PRINT ACCESS.

Slides and descriptions of adaptive peripheral devices for the Apple were presented.

For a braille user, there are two terminals, the VersaBraille and the Microbrailier. The Visualtek Braille Display Processor is a new device for braille output with the capability of giving the user exact screen representation of text format, and access to more commercial software than was previously possible. For personal or classroom use there are three braille printers available, the Cranmer Modified Perkins Braillewriter, the Personal Printer, and the M-Boss 1. For high-speed production, the Thiel and the LED-120 are available.

Voice is probably the most common output media. It has been learned that voice quality is not the highest priority to most users, but rather controllability and speed. There are "voice printers" which are synthesizers such as the Type-n-Talk or Personal Speech System which simply speak the text as it is written. The Echo II is a synthesizer designed on a card specifically for the Apple and with screen review features designed in for the visually impaired. More expensive devices such as the Cybertalker or DecTalk have high quality voices, and screen review, but again without specialized software do not have sophisticated cursor control. For large print, the least restrictive solution may be to use a larger 19 -25 inch monitor, and/or low vision aids, which allow access to all commercial software. For those users needing larger print, the Visualtek DP-10 allows large print access to a wide variety of Apple software. There is also some software such as Braille-Edit which allows for doubling the size of the print on the screen during specific operations such as editing.

There are now cards such as the Print-It Card which are designed to take what is on the screen and send it out to a printer (also voice or braille device). This gives access to information which heretofore was not available. For the large print user, it may be useful in that it has the ability to double the size when printing. These cards were originally designed for printing graphics, and are not always easily made to do what we need.

Another peripheral which is being used frequently by the visually impaired is the Kurzweil Reading Machine. Using software such as Braille-Edit, the KRM can be used to "read" text into the Apple. This text can then be edited, translated into grade two braille and printed out. Other optical character recognition devices are coming out on the market for the purpose of getting printed material into computer textfiles. These may be less expensive

than the KRM, but at the present time, they are also much more limited in the number of type fonts they will "read".

CUSTOMIZED VS. COMMERCIAL SOFTWARE

Although there are some future advances which may change the situation somewhat, currently it is difficult to gain access to commercial Apple software using adaptive devices. Programs are written so that it is difficult to redirect the display to the access device. Other than simply using a larger monitor, the least restrictive is large print access using the DP-10 and braille access using the Braille Display Processor. Neither will handle programs with graphics, but many nongraphics programs are compatible with them. Some programs (like the Adventure games) have a "SCRIPT" or similar command that tells the computer to send everything out to a printer. This can be used to send everything out to the output device. Other programs (such as spreadsheet programs) are of little use even if you can send them out since they are in columnar format (most braille or voice output is linear). When one entry is changed, any number of others could change also with no mechanism for feedback to the blind user. Other common problems for educational software are timing and "chatter." It takes longer to read and respond using a special output device.

To bypass these problems, many customized software programs have been developed specifically for the visually impaired. These incorporate features to keep the computer cursor with the voice or braille device, to cut down on "chatter", and to add such extra features as grade two braille translators. Some of the educational software companies (such as SEI which was demonstrated) are now beginning to make their products more accessible by voice.

EMPLOYMENT

Slides were shown of blind and visually impaired employees using computers on the job. The importance of computer literacy was stressed since as many as 90 percent of all jobs by late 1990's will require some computer access to perform.

RESOURCES

A packet of information of handed out including C-TEC hand-outs on guidelines for choosing computers, a resource list, a list of job qualifications for computer related employment, an Echo compatible software listing. Sherie Lowry's list of newsletters, publications, and brochures on many of the peripherals were also included. The audience was given an opportunity to share resources they had found useful, and software titles they had found accessible.

EXECUTIVE BOARD 1985-86

President: ROBERT DODGE 65 Linaria Way, Menlo Park 94025
Vice-President: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Secretary: LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer: DONNA COFFEE 2926 Cornell, Viasalia 93277

BOARD OF DIRECTORS

JEAN ADAMS 152 Hamilton Ct., Los Altos 94022
C. ROBERT CALHOUN 3401 Clairemont Dr., Whittier Center, San Diego 92117
ROBERT ELFORD 4097 39th Ave., Oakland 94619
JIM FISHER 760 E. Robinwood, Fresno 93710
LIL GARDNER 7046 Park Manor Ave., North Hollywood 91605
LAVON JOHNSON 4719 Crestwood Way, Sacramento 95822
ROSE KELBER 538 W. El Morado Ct., Ontario 91762
JOAN S. LEVY 339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON 3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON 114 Peony Ct., Fremont 94538
MARIAN WICKHAM 1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE 2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR (ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR (ex officio) 721 Capitol Mall, Sacramento 95814

CTEVH SPECIALISTS

BRAILLE

Computer Assisted: LOU ELLA & NORMAN BLESSUM (805) 492-1003
(South) 955 Camino La Maida, Thousand Oaks 91360
DIANN & KEN SMITH (415) 968-7595
(North) 1900 Orange Tree Lane, Mountain View 94040
Literary: NORMA L. SCHECTER (714) 536-9666
8432 Northport Dr., Huntington Beach 92646
ELIZABETH SCHRIEFER (916) 486-9242
751 El Encino Ave., Sacramento 95864
Mathematics: LEAH MORRIS (818) 274-3443
3928 Sunny Oak Rd., Sherman Oaks 91403
Mathematics and
Computer Notation: JOYCE VAN TUYL (415) 962-9494
854 Jordan Ave., Apt. E, Los Altos 94022
Tactile Illustration: JANE CORCORAN (415) 851-2122
400 Old La Honda Rd., Woodside 94062
Textbook Format: BILLIE ANNA ZIEKE (714) 776-6754
2115 W. Judith Lane, Anaheim 92804
LARGE TYPE AND ENLARGED DRAWING
MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015

RECORDING

LESLIE BURKHARDT
Braille Institute
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Historian: MAUREEN REARDON

Membership: LIL GARDNER

CTEVH LIFE MEMBERS

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Paul Furnas
Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood

Russell M. Kirby
Rose Kelber
Bernard M. Krebs
Bettye Krolick
Mabelle McMahon
Diane Meyer
Leah Morris
Miriam Nelson
Evelyn Olgiati
Estelle Palm
Lila Queen

Barbara Blatt Rubin
Norma L. Schechter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Fred L. Sinclair
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN & KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

DISTINGUISHED MEMBER

1984 FRED L. SINCLAIR

CTEVH CERTIFICATES OF APPRECIATION

1974 VOLUNTEERS OF VACAVILLE
BRAILLE INSTITUTE OF AMERICA
1975 ESTHER FOX
MARIE ERICH
1976 NORMA L. SCHECTER
1977 BOB DASTEEL
DONN SPENCER
1978 MARY DEGARMO
BETTY BRUDNO
EVELYN OLGATI
1979 RUTH S. LOWY
1980 ETHEL SCHUMAN
DIANE MEYER
1981 CARL LAPPIN
1982 BARBARA BLATT RUBIN
BILL BRIGGS
MICHAEL LANDON
1983 AIKIN CONNOR
CAROLYN "CHRIS" MACKEY
1984 BERNARD M. KREBS
JANE O'CONNOR VERHAGE
1985 SYLVIA CASSELL
ELIZABETH C. SMITH

SPECIAL RECOGNITION

1985 BOB DASTEEL

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues: \$8.00 (U.S. Funds) New ☐ Renewal ☐ Life Membership (\$150) ☐
Katie N. Sibert Memorial Scholarship Fund ☐ \$____. Make check payable to CTEVH.
NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVE.
LOS ANGELES, CA 90029

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

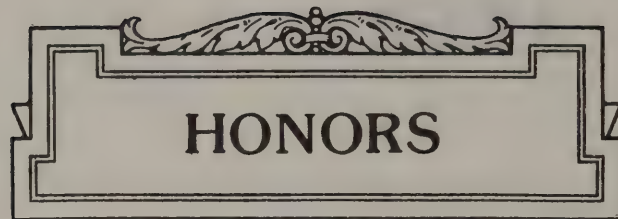
FALL

1985

**THE
CALIFORNIA
TRANSCRIBER**



The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

ALICE L. MCBRIDE
SAN RAFAEL
(Transcribing Mariners)

DOREEN MIAO
NOVATO

BARBARA ANNE MOLINARO
SANTA ROSA

MARGERY M. SEUFFERLE
SANTA ROSA

BARBARA L. VENNUM
SEBASTOPOL



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

FALL 1985

VOLUME XXIX, NO. 3

INSIDE STORY

PRESIDENT'S MESSAGE	BOB DODGE	78
CTEVH COMPUTER BRAILLE PRODUCTION CENTER		79
CTEVH CONFERENCE XXVII	JANE O'CONNOR, FRED SINCLAIR	79
NEW KATIE SCHOLARSHIP COMPETITION		80
CTEVH CAMP	AIKIN CONNOR	82

GENERALLY SPEAKING

JEANNE VLACHOS RESIGNS		85
WORKSHOP FOR TRANSITIONING		85
BETTY BRUDNO'S GUIDE TO VTS		85
LET'S SHARE RESOURCES	NORMA L. SCHECTER	87
A PERIPATETIC BRAILLIST REPORTS	NORMA L. SCHECTER	87

NEWS OF GROUPS

GROUP ACTIVITIES		89
INTERESTING TRANSCRIPTIONS		90
TRANSCRIBING CLASSES		91
NEW OFFICERS/ADDRESSES		91

SACRAMENTO FILE

NEWS FROM CDHS	FRED L. SINCLAIR	92
----------------	------------------	----

FOREIGN AFFAIRS

THE TIMES THEY ARE A-CHANGIN'	NORMA L. SCHECTER	94
MORE ABOUT MAILING	CAROLINE "CHRIS" MACKEY	95
FORMATION OF WORLD BLIND UNION		96

OUR SPECIALISTS SAY . . .

A TRIP TO TREASURE ISLAND	LESLIE BURKHARDT	97
CALL FOR TYPICAL OR PROBLEM		
TEXTBOOK QUESTIONS	BILLIE ANNA ZIEKE	100
IBM PC BRAILLING	LOU ELLA & NORMAN BLESSUM	101
APPLE CART UPSET?	DIANN & KEN SMITH	101
LITERARY BRAILLE POTPOURRI	NORMA L. SCHECTER	102
THE NEW MANUAL IS HERE	ELIZABETH SCHRIEFER	103
PICKY, PICKY, PICKY!	JOYCE VAN TUYL	104
TRANSCRIBER'S KEY—NON-NEMETH	JANE CORCORAN	105
LARGE TYPE	MARIAN WICKHAM	106

CONFERENCE REPORTS

VOLUNTEER TRANSCRIBERS—THE HEARTBEAT OF CTEVH	JANE O'CONNOR	109
CTEVH CERTIFICATE OF SPECIAL RECOGNITION: BOB DASTEEL	JANE CORCORAN	112
CTEVH CERTIFICATE OF APPRECIATION: HELENA McBRIDE	NORMA L. SCHECTER	113

WORKSHOP REPORTS

SELF-CONCEPT AS THE KEY TO LIVING SKILLS AND EARLY CAREER EDUCATION, #104	114
LEARNING TO LOOK—A CRITICAL COMPONENT OF MOBILITY PROGRAMS FOR THE MULTI-IMPAIRED, #203	115
TEACHING TRANSCRIBERS, #205	116
BRAILLE MUSIC FORUM, #302	117
HIGHLIGHTS OF BRAILLE MUSIC NOTATION, #404	117
VISION STIMULATION WITH BLACK LIGHT, #407	118
THERE HAS GOT TO BE A BETTER WAY, #605	119
SOFTWARE PROGRAMS FOR USE IN THE CLASSROOM, #609	120
BRAILLE TRANSCRIPTION BY HOME COMPUTER FOR ADVANCED USERS, #705	121
VOLUNTEER GROUPS, #803	122

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: DOROTHY JOE

BRAILLE TRANSCRIPTION: DORIS PONTAC

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

MAILING: BILL BRIGGS, DON WHITE

EDITORIAL BOARD: BARBARA BLATT RUBIN, ELIZABETH SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1985 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR
CTEVH PUBLICATIONS
721 CAPITOL MALL
SACRAMENTO, CA 95814

INSIDE STORY

PRESIDENT'S MESSAGE

CTEVH PRESIDENCY: YEAR TWO

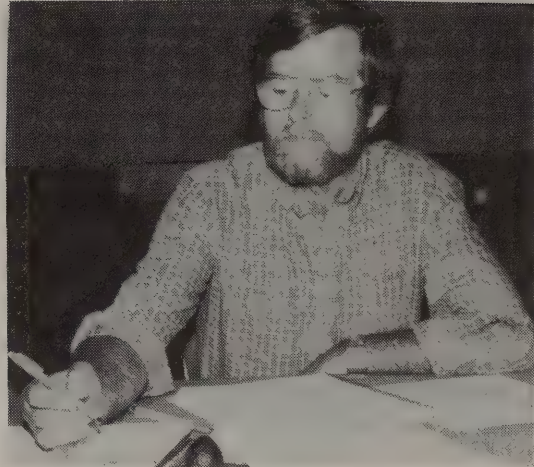
I begin this monologue wondering why? Why have you placed such trust in me? My wife calls it false modesty; I continue to wonder why? There are so many others who are more deserving, better organizers, better leaders than I. But here I stand--your President--full of wondering, misgiving, whatever.

My mind wanders over the days of the Conference in San Francisco; of trying to make it to workshops, yet finding myself speaking to people on the way about this or that, answering questions or ending up going with someone to seek an answer to a problem and missing the workshop which I wanted to attend. And then sometimes seeking solitude in order to get organized and put my thoughts together in a rational manner. Such is the life of your President during Conference.

I do enjoy this role, I must admit. A primary goal is to have meetings function smoothly and efficiently. Luncheons become too long because I don't want to begin until everyone has his/her dessert. I guess I'll have to figure out a different strategy.

I get beautiful strokes for being your President. I didn't vote (as President, you don't get to vote except in the case of a tie) for the Braille Production Center funds, yet received praise for it. My position, as President, is to assist your Board in making clear, well-reasoned decisions, and somehow I seem to have managed that; at least, I have been told so.

In March of 1986, my role as President will come to an end, just as my role as Head Teacher has come to an end. I decided to give up that position for one basic reason: I consider myself first and foremost a teacher. I love the challenge of working with young people; of watching a child grow into a young man or woman; of feeling an integral part of his/her growth and maturity; of having one ask that I continue as his teacher until he graduates from high school. Talk about strokes! That was the supreme compliment. Eight years is enough as Head Teacher. Now back to Teacher.



I know this sounds as if I am going off to some far-off land and that this is my last communication with you, but no such luck. I have too many unfinished agenda to abandon you now. CTEVH is on the cutting edge of a new and exciting era, and I plan on being in on part of the excitement. Before ending my term, the Braille Production Center should be in operation, the first Summer Reading Camp will be history, our new Transcriber Registry will be operating, and we will have reached and supported a greater number of transcribers and educators in the Golden State of California.

I take pride in being your President. I have greater pride in the steps YOUR organization is now taking and the potential for national and international leadership which CTEVH possesses. When an organization such as ours can draw participants from such a wide geographical area, something good must be happening. Be proud of CTEVH, I know I am.

My final statement for this issue is this: If you have an idea that sounds good, will possibly benefit parents, transcribers, students, or educators, pass it along to me or one of your board members. You just might find it becoming another of this organization's strategic issues.

Bob Dodge, CTEVH President

CTEVH COMPUTER BRAILLE PRODUCTION CENTER

A year after the CTEVH Board began considering the possibility of developing a computer braille production service for transcribers, it's ready to go. The site has been selected and appropriately wired, the embosser has been installed, personnel recruited, paper acquired, computers installed, and training of operators begun.

As reported in the Summer TCT, the Sacramento Braille Transcribers (SBT) has set up a project called "CompuBraille". Led by Claudia Nichols and Lavon Johnson, with considerable expert assistance from Ken Smith (CTEVH Computer Assisted Braille Co-Specialist-North), SBT has arranged for the facilities and tended to all the other myriad of tasks entailed in getting this operation of considerable complexity underway.

CompuBraille will soon be operating on a regular, daily schedule. At this moment of writing, Claudia reports, a per page cost has not yet been established, but probably will be by the time you are reading this report.

CompuBraille will be able to accept computer disks from Apple, Commodore, and Tandy, which

includes, of course, braille produced via all the programs identified in "A Soft(ware) Touch" (TCT, Summer 1985) by Diann and Ken Smith. The Blessum program, MicroBraille, runs on the Tandy (see "IBM PC Braille", this issue).

Inquiries should be addressed to Claudia or Lavon at:

CampuBraille
2791 24th St., Room 7
Sacramento, CA 95818
(916) 452-6189

NOTE

For transcribers interested in acquiring a Tandy 1000 computer, Sacramento Braille Transcribers (SBT) has arranged for a 12% discount on all computer items from Radio Shack. This brings the Tandy 1000 to a little over \$1000, with single disk drive and monitor, and about \$200 more for an additional disk drive. For further information, contact:

Claudia Nichols
6660 Fordham Way
Sacramento, CA 95831
(916) 428-3633

CTEVH CONFERENCE XXVII, MARCH 20-22, 1986

The planning committee for the 27th Annual Conference of California Transcribers and Educators of Visually Handicapped is off and running. Most of the committee members are veterans of past conference: Co-chaired by Jane O'Connor and Fred Sinclair, and supported by Chairpersons Frank Ryan, Joy Efron, and Carol Morrison, Workshops; Leah Morris, Arrangements; Rose Kelber, Hospitality; Ron Burke, Exhibits; Estelle and Bill Palm, Registration; with Lil Gardner as Membership Advisor. The committee will direct the activities of many additional workers carrying out the finer details of the conference plans.

The theme, "Let's Shift Gears--The Future is Now", has been chosen by the committee to reflect the exciting growth and changes which face all CTEVH members as they meet their responsibilities.

The Los Angeles Airport Hilton and Towers will be the site of this conference tradition. The dates are March 20-22, 1986, Thursday through Saturday. The committee is delighted to report the special room rate of \$55 per night for single or double occupancy.

Exceptional speakers are being recruited for the general session and workshop presentations. There has been a fine response to the call for papers in the Summer issue of TCT. The committee members are now reviewing papers and selecting presenters.

Circle March 20-22, 1986 today on your calendar. The committee promises you one of the best conferences ever as we "Shift Gears" to face our future now!

Jane O'Connor
Fred Sinclair

NEW KATIE SCHOLARSHIP COMPETITION

CTEVH is accepting applications for the Katie N. Sibert Memorial Scholarship Award. The scholarship, to be announced at Conference in March 1986, will be the second annual "Katie" award. The 1985 Katie Scholarship was awarded to Jeff Jones, to complete his V.H. credential at San Francisco State University.

The CTEVH Scholarship Committee consists of the following members:

Bob Elford
4097 39th Avenue
Oakland, CA 94619
(415) 531-5755

Jim Fisher
760 East Robinwood
Fresno, CA 93710
(209) 441-3177

Dr. Sally Mangold
20102 Woodbine
Castro Valley, CA 94546
(415) 469-1080

Maureen Reardon
114 Peony Ct.
Fremont, CA 94538
(415) 490-0121

Fred L. Sinclair
721 Capitol Mall
Sacramento, CA 95814
(916) 445-5103

The award, in the amount of \$500, will be made on the basis of the following considerations:

Eligibility Requirements:

1. Eligible to enroll in program leading to credential for teaching visually handicapped students in California:
 - a. Baccalaureate degree from accredited institution.
 - b. 2.5 GPA
2. Application and nominating letter (see below) received by committee by January 17, 1986.

Order of Preference:

1. Teacher working with visually handicapped students in California, but not fully credentialed.
2. Teacher or graduate student enrolled in program leading to credential for teaching visually handicapped students in California.
3. Regular classroom teacher with direct experience working with visually handicapped students who is interested in working toward a VH credential.

Letter of Nomination:

A Letter of Nomination must be submitted by applicant or another person which describes the applicant's qualifications. The letter should address the following points:

1. Professional and/or volunteer experience(s) of the applicant with visually handicapped or other handicapped persons.
2. Community involvement of the applicant.
3. Professional activities of the applicant, and credentials held.
4. Personal interests, talents, or special skills of the applicant.
5. Honors or awards received by the applicant.

References:

Applicant should give the names, addresses, and telephone numbers of a person who is in a position to recommend the professional qualifications of the applicant, and one who can recommend the qualities of community participation and leadership of the applicant. Either person may be the author of the Letter of Nomination.

**KATIE N. SIBERT MEMORIAL SCHOLARSHIP, 1986
APPLICATION**

Name: _____
(please print)

Address: _____

City, State, Zip: _____

Telephone: () _____

Units remaining to be completed for VH credential: _____
(If work has not begun, state "all".)

University in which work toward VH credential has been started: _____

Years of teaching experience: _____

Regular Classroom: _____

VH Students: _____

References:

Professional:

Name: _____

Address: _____

City, State, Zip: _____

Telephone: () _____

Community:

Name: _____

Address: _____

City, State, Zip: _____

Telephone: () _____

Mail to:

Fred L. Sinclair, Director
Clearinghouse Depository for
Handicapped Students
721 Capitol Mall
Sacramento, CA 95814

BY: **JANUARY 17, 1986**

CTEVH CAMP

CAMP--Campus Activities in Media Processing--is now a page in the CTEVH history book. But for 15 teenage students and 20 teachers, it was a major chapter in their personal histories.

It all began (actually about four years ago) with an observation that some v.h. students were not learning to read well (Media Processing) and an idea that an intensive, tutorial experience might make a real difference. Observations that often these same students had other deficits--social skills, daily living skills, etc.--led to the idea that a camp environment might make it possible to provide not only intensive tutorial work in reading but other experiences to help develop social and daily living skills.

But a camp must have facilities--dormitory, classroom, food service and preparation, recreation--and CTEVH has only a tiny office at Braille Institute. There is such a facility, however, that also has 10 apartments (for staff) and is located near public transportation to all the educational and recreational centers in the San Francisco Bay Area: The California School for the Blind in Fremont. Could we possibly borrow this campus (Campus Activities) for a few weeks? CTEVHers Jeanne Vlachos, Superintendent of the school, and John Flores, Director of State Special Schools said "Yes!"

A tutorial program requires tutors, though. How could CTEVH provide them? Simple--CTEVHer Dr. Sally Mangold, who just happens to be not only an internationally recognized authority on teaching braille reading but Professor of Special Education at San Francisco State University, agreed to put together a practicum course for teachers, offering them room (in the apartments), board, and college credit. The camp (or campus) situation could give these teachers not only intensive study and practice in the teaching of reading using special media, but an extensive experience of living with v.h. students and getting to know "the whole student".

All this didn't happen right away, of course. It was four years before the School became available (due to the long, drawn-out court battle over the move from Berkeley to Fremont). But finally, the pieces began to fall in place. Teachers and students were recruited, food planners and preparers hired, dormitory supervisors hired, guest lecturers arranged

for, insurance purchased, a three week period from July 6-27 was selected and, as a well-known King of Siam is reported to have said, "et cetera, et cetera, et cetera".

July 6--The Saturday in the middle of the long Fourth of July weekend--found teachers arriving at the Campus in Fremont from: New York, Michigan, Wisconsin, Oregon, Idaho, Alberta and British Columbia (Canada), and, of course, California. (Sally has quite a following!)

July 7--Teacher orientation.

July 8--Students arrived from: San Diego, Orange, Los Angeles, Ventura, Santa Clara, Alameda, San Mateo, Fresno, Placer, Madera, Ventura, Nevada, and Sacramento Counties. CTEVHers Sylvia Cassell, Jean Adams, Jane Corcoran, and President Bob Dodge, met kids and parents at the airport and on campus.

Right away, things began to happen. Each student had been matched with a teacher as a "friendship partner" and these friendships began to blossom. (Incidentally, friendship partners were not responsible for teaching their student partners.) Friendship partners helped students to locate their rooms, unpack, find their way around campus, and, generally, "broke the ice". A number of the students had never been away from their parents overnight and having a ready-made friend really helped.

In general, the schedule for Mondays through Fridays was as follows:

8 a.m.--breakfast
9-12 a.m.--individual and small group reading sessions
12-1 p.m.--lunch
1-3 p.m.--miscellaneous activities, in small group or with friendship partners. (Tuesdays and Fridays, yoga classes were taught by volunteers from the Yoga Institute in San Francisco)
3-5 p.m.--scheduled recreation
5:30-6:30 p.m.--dinner
6:30-10:30 p.m.--various activities, including cooking, handwork, games, guest speakers, etc. (Several dances were held--some students had never been to a dance.)

Twice each week, Dr. Heath Lowry, Professor of Education at the University of the Pacific

and internationally recognized authority in the teaching of reading, met with teachers for two to three hours to discuss general teaching strategies and specific problems. In addition, guest speakers in many different areas spoke to groups of teachers and students. These included Jan Neff (sex education), Betsy Wada (daily living skills), Harry Cordellos (athletic competition), Lynn Laird (computer use), Dave Uslan (computer hardware, applications), Mike Cole (independent living), Aikin Connor (aural reading, recording techniques), Richard Rosenberg (vocational guidance), and Sharon Sacks (assertiveness training). At students' request, Bob Evans, teacher from Wisconsin, taught a human sexuality class. Other teachers gave instruction in grooming, cooking (including use of microwave oven), macrame, and other handcraft.

Some days, usually weekends, longer and more far-ranging activities were arranged: a trip via BART and bus to San Francisco's Exploratorium; an all-day expedition to Great America; BART to the Oakland A's baseball game (these latter two trips were funded by local Lions Clubs); by cars to the newly restored Mission San Jose and San Mateo County's Coyote Point Park.

At the close of CAMP, a grand party was held at the campus recreation hall. Popcorn, balloons, cake, and other decorations and goodies were organized and provided by a committee of students with the help of staff members. Awards and presentations were made, a "gong" show was presented, and a wonderful time was had by all. Jane Corcoran, CTEVH Vice-President, presented certificates to the teachers, acknowledging their really exceptional service.

Echoes of CAMP are still being heard from teachers, students, and parents. One parent wrote, "The (son) we picked up at the end of the camping session only slightly resembled the one left three weeks before . . ." Another parent wrote, "Hope he can go again—it was a GREAT idea for visually handicapped teenagers who are often overlooked through a very important part of their growth!"

One student (who had been so shy at the beginning of CAMP she could hardly speak above a whisper, and who served as a Mistress of Ceremonies for part of the closing presentations) said, "I'll be back next year if I have to walk!"

Reading skills improved, as well as social skills. One student learned braille (to which he had been only introduced a number of years previously) well enough to read it faster than he could read material on the closed circuit TV system he had been using for years. Other students read books for pleasure who had previously read (poorly) only textbooks. Some students have reported that since they came home from CAMP they have read a number of books.

Teachers have reported that they have had no other educational experience that was so stimulating and rewarding. A number of them have said that they will "never go back to teaching the way I used to!"

Perhaps the unique feature of CAMP which made the experience for everyone so valuable and which promoted such growth in social, living, and reading (and teaching) skills is that it was a co-active experience: teachers and students lived together, ate together, played together, and learned together. For many teenagers, merely knowing adults by their first names was confirmation of their own entrance to adulthood.

CAMP would not have been possible without the cooperation of many people and agencies: California School for the Blind (and especially its Librarian, CTEVH Lee Nullmeier), San Francisco State University, California State Braille and Talking Book Library, Clearinghouse Depository for Handicapped Students, numerous Lions and Rotary Clubs, and, of course, Charles Coates, CAMP cook, and Rose and Joan, his good helpers.

CTEVH spent a good deal of money—more than for any other project undertaken thus far—and had a lasting, positive effect on the lives of everyone who shared the CAMP experience. It seems likely that future CAMPs will need additional funds from other agencies, for CTEVH cannot continue to bear the whole cost.

This report would be incomplete without noting, with honor, the students and teachers who gave so much of themselves to each other that CAMP did become an important chapter in their lives.

STUDENTS

BRET AITA: Santa Clara Co.
MONA ALLEN: Fresno Co.
JIMMY CANNON: Placer Co.

ANITA DEE: Madera Co.
 MICHAEL FINN: Ventura Co.
 ADRIANA GOVEA: Alameda Co.
 SHEELA GUNN: Santa Clara Co.
 BOBBY HAYNES: Sacramento Co.
 KEVIN KREICKER: Alameda Co.
 PAUL MERRELL: San Diego Co.
 SHIRLEY REID: Nevada Co.
 JAMES SACCO: San Mateo Co.
 BILL SANTLEY: Orange Co.
 ERRIKA SCHNEIDER: Sacramento Co.
 KELLY WEISS: Los Angeles Co.

STAFF

LOUISE BECKER: Idaho
 ROBERTA BECKER: New York
 CAMMIE CAYCE: California
 GRAHAM COOK: British Columbia
 SHARON DACH: Alberta
 ROBERT J. EVANS: Wisconsin

PAUL FASMER: California
 JEFF JONES: California
 SUSAN KLINGER: Alberta
 SUSAN KOLBOWICZ: Alberta
 SALLY MANGOLD: California
 KATHIE MATTHIES: California
 DUNCAN MCGREGOR: British Columbia
 MARK MCKEIRNAN: Oregon
 DELORIS ROBINSON: Idaho
 LYNDIA ROSS: Alberta
 LIZ SEGER: California
 LINDA STANTON: Alberta
 JEAN WIEDENBECK: Michigan
 MARILYN WILLIAMS: California

Thank you all, students and staff, for making CTEVH CAMP a wonderful experience. Thank you, CTEVH, for making such an experience possible.

AIKIN CONNOR

CONTRIBUTIONS TO THE
 CTEVH GIFTS AND TRIBUTES FUND

will be used to improve services to the visually impaired.
 Make checks payable to CTEVH and mail them to:

CTEVH GIFTS AND TRIBUTES
 152 HAMILTON CT.
 LOS ALTOS, CA 94022

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE

GENERALLY SPEAKING

JEANNE VLACHOS RESIGNS AS SUPERINTENDENT OF CSB

Effective August 5, longtime CTEVHer Jeanne Vlachos resigned as Superintendent of the California School for the Blind, Fremont. At her request, Jeanne has been reassigned to the Los Angeles office of the Office of Special Education to serve as consultant in the Southern California region—a post that has been vacant since Joan Sweeney's retirement.

Jeanne's first duties as Superintendent of CSB were to prepare for and move the school operation from Berkeley, where it had been since its beginning, to Fremont. Although the new campus at Fremont was designed to remedy the problems posed by the Berkeley site's inability to respond to changing needs of the students now being served, the move touched off a controversy

of titanic proportions and nationwide implications.

Through the years of court suits and bitter feelings, Jeanne provided the leadership to keep the school operating and providing service to blind students who could not be served in their home districts. Her understanding of the problems the move created for many people—staff uprooted, or forced to commute; alumni with feelings of disaffiliation; parents unsure of the educational consequences—made it possible for those unhappy factions to begin to resolve their disagreements.

In her new responsibilities, Jeanne will renew her many friends and acquaintances in Southern California—and after many years as consultant with Los Angeles County, she has quite a few.

Good luck, Jeanne, and thanks.

WORKSHOP FOR TRANSITIONING

Two two-day workshops to develop models for transitioning visually handicapped children and youth are being conducted in November. Both workshops are being sponsored by the American Foundation for the Blind and the Association for Education and Rehabilitation of the Blind and Visually Impaired. The workshops will begin with Friday night Cracker Barrel sessions, featuring dynamic presentations by prominent leaders in this field. The second day will include full schedules of sharing and learning about special strategies adapted for the visually impaired throughout their life spans at home, school, and in the community. Keynote address by Frank Simpson, National Employment, Consultant, American Foundation for the Blind, will set the tone for these workshops. Announcements are being mailed directly to the field. Because of space limitations, reservations for attendance are required.

The first workshop, November 15, 16, will be co-sponsored by the California State University, Los Angeles and will be held on that campus. Contact person for information and reservations is Dr. Rose-Marie Swallow—213/224-3711.

The second workshop, November 22, 23, will be co-sponsored by San Francisco State University and will be held at the California School for the Blind in Fremont. Contact person is Sharon Sacks—415/469-1080.

BETTY BRUDNO'S GUIDE TO VTS FACILITIES: STEPS IN CREATING TEXTBOOKS IN LARGE PRINT

[NOTE: The GUIDE was prepared for an Open House at Volunteer Transcribing Services which marked Betty's 23 years of service and her "passage to becoming an 'Emeritus' ".]

Conforming to the Legalities

Copyright releases are requested from publishers on each title to be transcribed. We ask permission to produce up to five copies to be sent out, usually one at a time as needed.

An Intention to Transcribe into large print is sent to the AMERICAN PRINTING HOUSE FOR THE BLIND where it is put into a computer and made available to any school district in the country whose normally sighted students in classes with the legally blind are using a particular book.

Any school district or agency can send us a request for what is needed.

We can print from a film we made previously—our collection includes almost 8,000 films—or we can transcribe any new book desired.

As you walk into our suites of rooms, our members will show you the tasks they are currently performing.

IN SUITE 207: Record Keeping

Lee Langland is accepting orders for books already on film; new books to be listed for transcription; directions for what film or photocopy master is to be used; directions for titling and for binding; and instructions for where to ship finished transcription(s).

Mary Carothers is putting prepared book pages onto an MRD-2 microfilm camera. Her shutter is clicked every thirty seconds, and pictures of 700 book pages will go onto a 100 foot roll of 35 mm. Kodak film.

Alanah Hoffman works closely with Lee, supervising the listing of titles as they will appear in a catalog (issued annually and sent to over 1,200 agencies, schools, etc.); and to help select the films to be sent out for enlargement, depending on the capacity of the binding department. Last year we sent out 3,494 titles.

The word processor is also operated by **Rick Warrington**, who comes over from the preparation department in 206 in order to make needed headings for the contents page of each volume to be transcribed.

SUITE 206: Preparation

This is a labor intensive operation for which our group has a unique reputation. Here the books are studied, and made camera ready.

Nadya Crotty analyzes, plans and writes directions. The preparers then take the books apart and get each page ready for the needs of a visually impaired reader.

Any one of the group working in Suite 206 will be pleased to demonstrate the use of any of these pieces of equipment: the floor size paper cutter; the light boards; the Kroy titling machine and the photocopiers. The object is to produce sharp black and white contrast to facilitate the study of math problems and illustrations; maps and charts; spelling books with important illustrations; literature where light subtitles must be made easily legible, etc. Scissors and

paste are important tools used by **Annie Gavidia, Linda Higashi, Dolores Ryan, Denise Quon, David Von Aspern, Pam Wong, Lois Zavagno, Rick Warrington** (when not using the word processor.)

SUITE 201 includes seven rooms devoted to the various operations related to trimming, reproducing, hot stamping covers, perforating, checking, inserting, and closing spirals; packing cartons for shipment, etc.

Large print pages come either from the rolls of Copy-flo enlargements made from our microfilms, by a commercial company in San Francisco, or from enlargements made on our own photocopy/enlarging machines. After trimming to size, pages are sorted, checked for sequence and quality, then folded (using folding machines in back room), to fit into a convenient size vinyl cover with important title information which has been hot stamped (on equipment in side room); gathered—after being hand perforated by inserting proper sized wires, clamped shut in closing machines. Sets of volumes for individual titles are sorted for shipment to various destinations in the United States and Canada. Last year 1,114,161 large print pages were shipped from the front room in Suite 201!

Ask any of these workers to show you the operations he or she is performing: **Dorothy Bartel, Chris Brunson, Sneha Dholakia, Alanah Hoffman, Colin Hoffman, Paul Nahinu, Aruna Singh, Teri Taft, Maria Vega, Annie Velazco, Mayko Watanabe . . .**

SUITE 205: City, State Materials

Martha Kinney, San Mateo Public Library Coordinator of Services for the Blind and partially seeing adults in our community, is explaining what large print books, cassettes, and Talking Book records are available on the third floor of our library. These include: attractive books in large print, which can be borrowed by anyone with a library card; books read onto tape by volunteers in San Jose, which play on ordinary cassette players; and tapes made for the Library of Congress National Library Service for qualified individuals on equipment it loans out. A San Carlos volunteer who is a Telephone Pioneer member keeps in touch with Mrs. Kinney, to make repairs when needed.

There is also an OUTREACH Program which brings reading materials to senior citizens and convalescent hospitals.

LET'S SHARE RESOURCES

International survey of classical music in braille

The National Library for the Blind, in England (see TCT, Spring 1985, p. 15), has available a recent British publication which lists the locations of braille transcriptions of classical music throughout much of the world. The author, John Henry, visited more than 40 countries in compiling the survey. (He studied at Eastman School of Music and Georgetown University, before settling to live and concertize in London.)

The price of BRAILLE MUSIC, AN INTERNATIONAL SURVEY, is £6.95, in ink; it will soon be available in braille and on tape. For further information, write: National Library for the Blind, Cromwell Road, Bredbury, Stockport, Cheshire SK6 2SG, United Kingdom.

"Volunteers Who Produce Books" in other media

The Library of Congress directory lists by state volunteer groups and individuals who produce materials on tape and in braille and large-print. It lists (and cross-indexes) services and specialties provided, state special education resources, sources of braille writing equipment, and sources of books in special formats.

The 1984 edition is now available in large-print and braille. For a copy, contact your cooperating network library of the National Library Service for the Blind and Physically Handicapped.

New lower-cost four-track cassette player

A new cassette player, less than \$80, plays four-track cassette recordings; has capability for two-track recording; variable speed control from 15/16 to 1-7/8, and other features. Orders or inquiries should be sent to: Brock Marketing, Inc., 20475 Farnsleigh Road, Center Office Building, Suite 105, Shaker Heights, OH 44122; phone (216) 752-0355.

Great home-making gadget

A simple device that prevents milk, custard, and liquids from boiling over, and makes a chattering sound when the liquid begins to boil—that's the glass gadget called "Solidex Milk Saver" in British cookery shops. (Even cream soups won't boil over.) It's now sold by mail order, called "Boil Alert", available from Miles Kimball, 41 West Eighth Ave., Oshkosh, WI 54901. Easy to use, easy to wash, not fragile but heavy glass.

Norma L. Schechter

A PERIPATETIC BRAILLIST REPORTS

Yes, travel can broaden one's horizons as well as one's undercarriage. On a recent trip to Wisconsin, we took time out to visit the Wisconsin School for the Blind, and the Wisconsin Council of the Blind.

At the residential School, their Director of Education, George Knuckles, graciously showed us around their facilities. The school, established in Janesville in 1849, still has its original first building, now surrounded by many very modern additions. All are joined by so-called "tunnels", completely glass-enclosed pathways between buildings. (We Californians have no idea of what a Wisconsin winter is like!)

Their school-year capacity is about 125, and

some of their youngsters are multi-handicapped. They serve grades K-12, and even have a guest apartment for visiting parents.

Bedrooms are cheerful and efficient, and each section has social rooms (with exercycles as well as TV's, pianos, etc.) In addition to the standard curriculum, they have music, woodworking, metal-shop, weaving—even chair-caning. (Don't laugh—with the current nostalgia craze, a good re-caning job on an antique chair is hard to find.) They have two libraries, one each for lower grades and high school, with free access to the stacks. They also produce all the braille and tape instructional materials needed throughout the state.

Most interesting thing was the use of the facilities by adults during summer vacation. Each year they register 95 adults for five weeks of fully-state-paid training of various kinds: mobility, braille reading and writing, daily living skills, as well as brush-up courses. (Why only 95? I wondered--then realized that some of their furniture is built for five year-olds.) The summer residential sessions have been going on for years, and are always filled to capacity.

A second agency visited was the Wisconsin Council of the Blind, a non-government, non-affiliated agency with a sizeable endowment fund behind it (from bequests and donations). Located just a short distance from the state Capitol in Madison, it is the central source for all kinds of aids and appliances.

Betty Ann Jones, the Executive Director, explained some of the Council's other services. It provides \$500 annually to each rehab teacher

in the state, to supplement state-provided materials. It gives a \$1,000 scholarship to any Wisconsin blind college senior with a 3.0 grade-point average. It offers two recreational trips a year (boat rides, dinner-theater evenings, etc.), paying 50% of the cost for any visually handicapped person plus a sighted friend if desired.

The Council gives awards to employers of the blind. It also offers low-interest loans to the blind: four percent for small business loans, and five percent home or home-improvement loans.

Did you enjoy coming along with us on our little side-trips? If so, we'd love to share more of them with you in the future. And if you have adventures in other areas that serve the blind, how about submitting them to THE CALIFORNIA TRANSCRIBER?

Norma L. Schecter

NEWS OF GROUPS

GROUP ACTIVITIES

Welcome to our new neighbors—**NORTHERN NEVADA BRAILLE TRANSCRIBERS**—who are now one year old! (See "Northern Nevada Braille Transcribers", TCT, Spring 1985, p.7) Lois Baskerville, CTEVH member, is the leader of this group of 20 people composed of transcribers and non-brailleists who work on tactile design, etc. These lovely people are primarily in the working force, but in their free time, in addition to helping their local schools, specialize in transcribing "personal requests" such as recipes, news articles, magazines, brochures, instruction manuals, educational miscellany (even a Trivia game). Presently they are working on a twin-vision book; the text is done on clear plastic and bound between the print pages; their next project is to produce embossed greeting cards. Most of their requests are received from members of the American Association of the Deaf-Blind (Lois is an associate member). If you would like to take advantage of their specialties, write to Lois Baskerville, 1015 Oxford Avenue, Sparks, Nevada.

NNBT has wonderful support from local service organizations and has received a grant to purchase a Triformation Personal Brailier. They have a Thermoform and a book binding machine in their temporary office in the back room of Lois' home (sounds like other fledgling groups!). Two members are using the Robert Stepp Ed-It program and the group is planning to provide the new Blessum program for another member who has an IBM PC Jr. Two inmates of the Nevada State Prison have joined NNBT and transcribe textbooks for the local high school as well as accept any other assignments. A special dinner was given at the prison to which officers of NNBT, as well as some VH school teachers with their students, were invited to view the progress in building a large transcribing service at the prison. Braille transcribing classes at the prison are taught by those members already certified.

Because of the working status of NNBT members, their monthly meetings are much like a service club, with programs and pot lucks, etc. They usually have a mini-lesson on braille and a small raffle. Some of their programs have featured the video of the new movie "Love Leads The Way" and a video of Geraldine Lawhorn who was featured on Ripley's Believe It Or Not. Geraldine is a deaf-blind teacher for Hadley School for the Blind who plays classical piano even though she is completely deaf and blind. Another program was a speech by Delores Follete,

who is deaf and blind also and who is president of the Northern California Association of the Deaf-Blind (which meets in Oakland); Delores demonstrated the Tellabrailier which is given free to deaf-blind residents of California. The enthusiasm displayed by this new group is exhilarating, and they are to be admired for their progress in just a short time.

CONTRA COSTA BRAILLE TRANSCRIBERS is the new name for the volunteer group previously called **WALNUT CREEK TRANSCRIBERS**. Same people, same address, same telephone number, same wonderful service.

Virginia Wulfestieg represented **LUTHERAN BRAILLE WORKERS** at the International Lutheran Layman's League Convention in Indianapolis, Indiana; Lynne Maas and Roberta Werth represented LBW at the International Lutheran Women's Missionary League Convention in Ames, Iowa. Both organizations are long time friends of Lutheran Braille Workers.

There are 189 work centers with thousands of volunteers. One of the new centers is Work Center 180 at Zion Lutheran Church of Crosstown, Perryville, Missouri, which was named in honor of LBW Chairperson Helene Koehler's great-grandfather, the Reverend H. G. Loeber, who was among those who brought the Lutheran Church to America. Helene's brother, Norman Loeber, designed and built many of the braille presses; Norman and his wife represented LBW at the dedication of Work Center 180 which was attended by many of the Loeber descendants. The Reverend Dr. Karl Barth, President of Concordia Seminary in Saint Louis, was the speaker.

Lutheran Braille Workers offer hand-painted Christmas or Floral gift tags and these may be ordered from Mrs. Dorothy Dashnaw, P.O. Box 925, North Fork, CA 93643; donations are 45¢ for a package of 6; \$2.00 for 5 packages.

MONTEREY COUNTY BRAILLE TRANSCRIBERS, INC. have joined the computer generation—they are enjoying their IBM computer, printer, and a braille embosser.

About a dozen people signed up for the September 1985 braille transcribing classes as a result of the booth at Santa Clara County Fair manned by **SIXTH DISTRICT, CALIFORNIA STATE PTA, BRAILLE TRANSCRIPTION PROJECT, SAN JOSE.**

The Pala Rancho Council PTA in San Jose held

an auction of materials donated by friends and merchants and were able to give the volunteer group a most generous donation.

It is good to hear from fellow volunteers in Soledad. Some of the services offered by **VOLUNTEERS OF SOLEDAD** are: record on Reel-To-Reel and/or Cassettes at any speed, two or four tracks; record in English and Spanish, with sound effects if the book requires it; duplicate braille via Thermoform; repair manual or electric Perkins brailers (\$10 service charge plus parts); and presently they are in the process of putting together a hearing aid repair service. Jack Green is the Administrative Coordinator of Blind Project, South Facility, Volunteers of Soledad, P.O. Box 686, Soledad, CA 93960.

When sending your braille for repair to **VOLUNTEERS OF VACAVILLE** they offer the following advice: Before mailing the braille, send them a separate first-class letter stating when you are mailing the braille and what specific problems you are having, give any instructions pertaining to the shipment of the braille after repair, and tell whether or not the invoice is to be mailed to an address other than where the braille is to be returned. Enclose a copy of the letter with your braille along with a braille sample before packing. In all

correspondence refer to the serial number located on the bottom of the braille near center front.

To prepare your braille for mailing, secure all moving parts such as the carriage lever and the paper release knob. To secure the embossing head, release the carriage lever and move it to the extreme right placing a strong rubber band around the carriage lever and over the right paper feed knob. The paper release knobs should be positioned in their normal operating position (toward the rear of the machine).

Mail the braille in its original shipping container; if the original carton is no longer available, follow these instructions carefully: Pack the machine in a cardboard container of sufficient size to insure adequate cushioning on all sides with two inches of clearance. Wrap the machine in paper or a plastic bag. Do Not mail the machine in the suitcase type carrying case—these cases were not designed for shipping brailers and mailing them could result in a badly damaged braille and/or box. When receiving the repaired braille, check the machine immediately to be sure it has not been damaged in transit; there will be a braille sample with the returned machine showing how it operated after repair; work is guaranteed for 90 days.

INTERESTING TRANSCRIPTIONS

**Community Rehabilitation Industries and
Associated Lions Club, Braille Section
1500 East Anaheim Street
Long Beach, CA 90813**

THE PARSIFAL MOSAIC by Robert Ludlum, copyright 1982 (braille, 16 volumes; may be purchased or exchanged for unpunched Brailon)

**Sixth District, California State PTA
Braille Transcription Project
101 North Bascom Avenue
San Jose, CA 95128**

FORMS—Dept. of Rehabilitation: DR. 300A, 222, 233, 222B, 218, 264, 235, 229A, 229B, 1153, 1154, 297B (braille, one volume, 43 pages)

ENCYCLOPEDIA BROWN (Many copies)

CHOOSE YOUR OWN ADVENTURE (Many copies) Order from Peggy Dodge, PTA Braille Project, address above, or telephone (408) 298-4468.

TRANSCRIBING CLASSES

CARMICHAEL

Beginning September 17, 1985, on Tuesdays from 9:00 to 11:30 a.m., at Starr King Exceptional School, 4848 Cottage Way, Carmichael 95608, with Betty Schriefer, instructor. A \$10 fee is being charged to help pay for maintenance and repair of braille writing machines. For further information, contact Betty at (916) 486-9242, or Cathy Rothhaupt at (916) 971-7413, or Joan Renner at (916) 823-0546.

CONCORD (Walnut Creek)

Beginning September 25, 1985, on Wednesdays from 10:00 a.m. to 12:00 noon, at 1201 Monument Blvd., Concord 94520, with Betty Meikle, instructor. For further information, write to Betty at the same address, or telephone (415) 825-2401.

HUNTINGTON BEACH

Beginning September 19, on Thursdays from 9:00 AM to noon at Christ Presbyterian Church, Huntington Beach. For further information, contact instructor Norma L. Schechter at (714) 536-9666.

MONTEREY (Pacific Grove)

Ongoing classes taught by Almira B. Davis at St. Mary's Church, Pacific Grove 93950,

on Mondays from 10:00 a.m. to 12:00 noon. For further information, contact Almira at 151 Ford Road, Carmel Valley 93924, telephone (408) 659-4680.

PETALUMA

Year-round continuous classes meet on Thursdays from 9:00 a.m. to 12:00 noon, at McKinley School, Petaluma, with Freda Z. King, instructor. For further information, write to Phyllis L. Deaton, 1459 Magnolia Avenue, Petaluma 94952, or telephone (707) 664-1430.

SAN FRANCISCO

Beginning September 3, 1985, on Tuesdays from 9:00 a.m. to 2:30 p.m., at Francis Scott Key School, Room 19, 1350 43rd Avenue, San Francisco 94122, with Hilda Isles, instructor. For further information, write to Hilda at 1390 Market St., Apt. 2624, San Francisco 94102, or telephone (415) 566-1641.

SAN JOSE

Beginning September 12, 1985, on Thursdays from 9:30 a.m. to 12:00 noon at 101 North Bascom Avenue, San Jose 95128, with instructor Bea Bowers. For further information, contact Peggy Dodge, same address, telephone (408) 298-4468.

NEW OFFICERS/ADDRESSES

LAGUNA HILLS TRANSCRIBERS, INC.

Chairperson: Florence Y. Callahan
24921 Muirlands Blvd., #253
El Toro, CA 92630 (714/581-0259)

CONTRA COSTA BRAILLE TRANSCRIBERS

Formerly Walnut Creek Transcribers; same address and telephone.

SACRAMENTO FILE

NEWS FROM CDHS

APH FEDERAL QUOTA PROGRAM

September 30, the end of the federal fiscal year, is the official closing date for Quota recipients to use unencumbered balances. Balances remaining in the account established by CDHS for school systems have been transferred to cover deficits and/or costs of special projects. All Quota participants were notified in my letter of April 22, that they could encumber up to 50 percent of the anticipated Quota for the 1985-86 Quota year generated through their registrations of blind students last January.

In an effort to avert the loss of Quota to California, CDHS has ordered a number of standard and new products to be received and warehoused until ordered by school systems. Some of these items are paper supplies and Brailon, braille writers, cassette recorders, assessment kits, primary manipulative and readiness materials and aids, reference books, maps, and globes. Through the stockpiling of such items, schools will receive almost immediate delivery in response to their orders.

APH QUOTA STATEMENTS

After the Printing House has been able to establish the new student per capita allowance, CDHS will send statements of accounts to all participating school systems. The new per capita allowance will be based on some of the anticipated congressional appropriation plus the unencumbered balances of state allotments divided by the total number of blind students in the nation registered with the Printing House last January. The CDHS individual statements of accounts to districts will reflect the product of the new student per capita allowance times the number of legally blind students registered by each school system minus any encumbrances against the 1985-86 Quota year. Because the total Quota allocation is to the Department of Education rather than to individual school systems, the school accounts have been established by CDHS as a means to assure school participation. Schools may continue to process orders until advised otherwise by CDHS.

NEW APH COMPUTER MATERIALS

APH is moving ahead with a number of projects and activities for developing microcomputer materials. Larry Skutchan has been added to

the staff of the Department of Research as Systems Programmer. Mr. Skutchan's experience in speech-related applications software as the author of two popular talking word processors and several other talking applications programs should prove most valuable.

In September, 1985, the Basic Familiarity Kit, dubbed TALK (Talking Apple Literacy Kit), went into production. The kit includes a package of computer parts for familiarization and tactual inspection, a styrene model of the Apple IIe keyboard, a vinyl overlay for the Cross Educational Software's "Talking Writer", a simple word processing package that features both speech output and large type display, as well as educational games that are both stimulating and fun. Also, included in the kit is a talking introduction to the Apple/Echo system modeled after "Apple Presents Apple".

Sliwa Enterprises, Inc. (SEI) will soon begin making special adaptations for APH's versions of 33 selected programs. These are from SEI's popular educational series which that company has so successfully marketed to school systems worldwide.

The Minnesota Educational Computing Consortium (MECC) agreed to allow APH to adapt and distribute one of their time-tested software packages. The first disk, ELEMENTARY MATHEMATICS VOLUME I, is near completion.

The Department of Educational Research also began work on a comprehensive spelling test. The new program allows for both individual words and words within the context of sentences.

APH plans to supply the field with high-quality software for educational needs and looks forward, even more, to their new responsive policy in the area of software. Each package distributed will contain an evaluation card with areas for suggestions, improvements, or added features to that package. APH welcomes new ideas from the field.

TRANSCRIBERS SERVICES

We commend our volunteer transcribers for their continued support in meeting both multicopy orders of newly adopted textbooks for distribution through the warehouse of the Curriculum

Framework and Textbook Development Unit and the single copy requests from schools and individuals.

Please, school personnel, reference the availability of materials before making assignments to transcribers in order to lessen their workloads. CDHS will assist through our reference center, but please take the time to do a preliminary search through the basic catalogs you hold. A revised edition of A LIST OF CALIFORNIA TRANSCRIBERS is soon to be available and will be mailed to both transcribers and school personnel. We trust this revised edition will speed up the process in referencing and assigning new books which should facilitate prompt delivery.

READERS FOR BLIND CERTIFICATED TEACHERS

READERS FOR BLIND CERTIFICATED TEACHERS

The Reader Employment Fund program to help provide readers for certificated blind teachers

in California is entering the second year—actually, the first full year—of operation. It is anticipated that program, being coordinated by CDHS, will provide 100% reimbursement for actual salary and benefits paid by schools for readers they employ as an accommodation for their blind teachers through the school year.

Although the new legislation authorizing the program inadvertently excluded participation the first year by county offices of education and the state special schools, it has been amended to correct that oversight.

The fund is intended specifically and solely for paying for reader services. It will not reimburse other personnel, such as teacher's aides, drivers, or transcribers.

The legislature intends, by this aid to schools, to encourage the employment of blind teachers. We hope school administrators will consider this aid in future recruitment and hiring.

Fred L. Sinclair, Director
Clearinghouse Depository
for Handicapped Students

GIFTS AND TRIBUTES RECEIVED

RON BURKE (In Memory of Brenda and Al Chu)
GEORGE E. CHERRIE, JR.
AIKIN CONNOR (In Memory of Brenda and Al Chu; In Memory of Mrs. Mangold)
LIL GARDNER (In Memory of Mrs. Mangold)
DOROTHY McKEON
MR. AND MRS. STANLEY OSER (In Memory of Shirley Oser)
WILLIAM H. OSER (In Memory of Shirley Oser)
RIVERSIDE STAFF FOR VISUALLY HANDICAPPED
SAN FERNANDO VALLEY BRAILLE TRANSCRIBERS
CECILIA WILLIAMS

FOREIGN AFFAIRS

THE TIMES THEY ARE A-CHANGIN'

As you faithful TCT readers will recall, there was a week-long international conference held in Washington at NLS in 1982, between the Braille Authority of North America and the Braille Authority of the United Kingdom, chaired by Richard Evensen of NLS. Delegates and observers were present from the U.S., the U.K., Canada, Australia, New Zealand, South Africa, Hong Kong, and the representative of WCWB (World Council for the Welfare of the Blind) from Sweden. Most countries, then, were represented which use English as a primary or secondary language. The purpose of the conference was to exchange ideas and suggestions about the British and American codes, in an effort to work toward a single English Braille.

The British do not separate their codes into Literary and Textbook, as we do; everything is to be found in the Restatement of the layout, definitions and rules of the Standard English Braille system. Hence, some of what follows is what we would consider the "parent literary code", and some pertains to textbook format.

You will note that they indicate a new print page by putting dots 5, 2-5 directly before the number-sign, which is what music braillists use internationally. (I wonder how they indicate a continuation page?)

For certain kinds of textbooks (law springs to mind, for example) their Item 4. seems a very helpful notion—more work for the braillist, but it might be very helpful to the student. Think how handy it is for us to have the Section and Sub-section numbers included in the print running head of the "Green Krebs" and of the Textbook Code . . . Wonder where this page-information line will be, in their books—at the top or at the bottom of the page? And do they or don't they use a running head?

Item 8., the ISBN reference, seems an excellent idea, and perhaps we should add it to our Intention Forms? [Editor's note: Yes! See "Directive to Transcribers" in new edition (in press) of A LIST OF CALIFORNIA TRANSCRIBERS.]

Our BANA committees have been hard at work also, and I'm sure we will be hearing from the committee chairs in due time. Meanwhile, isn't it fascinating to hear about braille on the other side of the ocean?

Norma L. Schecter

CHANGES IN BRAILLE

Tom Maley
(Secretary, Braille Authority of the United Kingdom)

(From THE NEW BEACON, February 1985)

Standard English Braille has been amended by the Braille Authority of the United Kingdom to carry out Resolution 12 of the 1982 Washington Conference on Grade 2 Braille. The changes will be effective from 1 April 1985. A revised edition of the Restatement of the layout, definitions and rules of the Standard English Braille system will appear before the 1987 conference to be held in this country, and braille publishers and producers will receive a precise specification of the amendments to rules within the present edition.

The American standard is to be adopted in the writing of the sequence 'ear'. Thus 'learn' will be written 'leARn'. The following rules in the Restatement are amended accordingly: Part I rule 31; Part II rules 58, 167, 180, 187, 190 and 191. These changes will give rise to amendments in the appendices on difficult words and proper names, and in the writing of words containing 'ear' which occur incidentally in the text of other rules.

Arising out of resolution 11 passed at the same conference, the Braille Authority of the United Kingdom has decided upon certain procedures regarding the transcription of braille. They are summarised as follows:

1. In the transcription of books into braille, all dust-jacket material from the print edition should normally be reproduced.
2. There should be a clear indication on the outer cover of every braille volume, both in braille and (on the spine) in print, of the author (normally), title and braille volume of the work.
3. There should be a complete contents list in the first braille volume of each work giving print and as far as possible braille page references.

4. There should be a page-information line on every page giving braille and print page numbers, number of chapter, section etc., and giving (possibly in very abbreviated form) the title of the section, subsection or whatever is the lowest division of the material in the book.

5. In braille books there should be a concise and easily locatable indication of each print page turnover. The recommended sign is dot 5 colon which is followed by the number of the new page. Symbol and number will appear centred on a line alone.

6. Though the insertion of brief referential notes in square brackets within the text is permissible, notes should generally be sharply separated from text. Generally, this should be done by placing notes of all kinds in a work in a separate braille pamphlet or volume, which should also include other ancillary material such as the index to the work. If such a pamphlet or volume would amount to twenty-four braille sheets or more, counting in all kinds of notes other than such brief referential notes as are to be inserted

in the text, then such a separate braille pamphlet or volume must be produced, and notes of all types, other than such brief referential notes as are to be inserted within the text, must be included in it. If, on the other hand, such a separate braille pamphlet or volume would amount to less than twenty-four sheets, then it need not be produced, and the braille editor may choose instead to place notes at the end of paragraphs of texts to which they refer, provided they are not too long or numerous and provided that they are marked off sufficiently clearly from the surrounding text, or to place notes at the end of the last braille volume of the text, provided that to that volume are firmly attached at least two book marks.

7. In the braille editions of all alphabetically arranged reference works, the first and last headings of material in each volume should be indicated on the cover of that volume.

8. The International Standard Book Number reference of every book transcribed into braille should be given in the braille edition.

MORE ABOUT MAILING

There have been in recent past issues, a number of references to postal problems encountered in mailing items for the blind. The reprint of the Postal Regulations relating to mailing was most helpful and I've taken Norma Schecter's suggestion and made a copy of it, although I must admit smugly that MY Post Office has been most helpful about such items and I need not wave the regulations under their collective noses. But, due to their help, I would like to add a copy of postal regulations relating to Overseas Air Mail. It need not cost an arm and a leg. There are special regulations for shipment of items for the blind by Air Mail, namely "International Postal Rates and Fees", Publication 51, February 1985. Under CLASSIFICATION is found, ". . . AO mail (other articles) includes printed matter, matter for the blind, and small packets . . ." (underline mine). The weight limit to all countries is four pounds.

As we all know, one may send items overseas

to the blind or organizations serving the blind "Free Matter for the Blind" by surface mail. So far I've not ventured a whole book by air but a brailled letter is another thing. Going to New Zealand (where I just happen to have a patron) the cost would be 82¢ for the first ounce, 53¢ for each additional ounce up to four, 77¢ for each additional two ounces up to 32, etc. The regulation booklet with a listing of all the countries and the costs of AO Air Mail Rates may be had at your local post office and if they don't have it, they can get it for you.

This library also suffers from postal card turners—someone in the postal system who turns the cards over without delivering the item to the addressee. There seems little one can do about them except to write to the postal authorities. You can try Mr. Post Office, himself, if you want to but you KNOW he won't see it. I've managed to get a line or two, however, from someone called Consumer Affairs Associate,

Office of Consumer Affairs, Customer Services Department, Consumer Advocate, United States Postal Service, Washington, D. C. 202-6320. If you start your letter at the very top of the page you just might have room after the address for a line or two.

The postal card loser, however, is another thing. I learned a little trick from a British patron. In each "black box," which I use to send a number of taped books at a time, I place the name and address of the patron on top of the shipment just before closing the box. Inside the lid of the box is the name and address of this library (MEAN STREAK, waterproof white marking stick). I insert the address card and then fasten it to the metal frame with a small piece of

masking tape. If your patron is inclined to put the tape onto the black composition thus tearing it when the tape is removed, paint the area outside the metal card frame with clear nail polish. The black composition won't tear, then.

Cassette mailers are much easier. The name and address of the library is printed with indelible ink in the area under the mail slot so if and when the card is lost, the address is right there and the book may wander home unimpeded. Try it. It works.

Caroline "Chris" Mackey
Kings Transcribers Library

FORMATION OF WORLD BLIND UNION

At a recent meeting in Riyadh, Saudi Arabia, the World Council for the Welfare of the Blind (WCWB) and the International Federation of the Blind (IFB) dissolved themselves and set up a single new organization: the WORLD BLIND UNION (WBU).

The WCWB was made up of various national organizations providing services for blind people, founded in 1949. In 1964 organizations of blind people split off to form the IFB. Thus, the formation of the WBU represents something of a reconciliation.

OUR SPECIALISTS SAY...

A TRIP TO TREASURE ISLAND: A STUDENT'S PERSPECTIVE

In this quarter's column, you have to work! Write out a description for the map in Figure One. Use your NBA Tape Recording Manual, pg. 16, as a guide. In summary, the manual directs you to:

1. Ask yourself, "Why is the figure there? What does it illustrate or add to the text?" Stress these points and avoid inconsequential details.
2. Consider the grade level of the text in choosing the words you will use in the description.

3. First describe the illustration as a whole. Don't talk about a window until you have said the illustration is a picture of a house.

4. Pick out a few reference points and locate them within the figure. Describe the details in a logical sequence, positioning them in relation to the reference points.

Once you've completed your written description, have someone who has access to pencil and paper construct a map and answer the questions in the exercise using your description. When your subject has completed his task, you may use his results to study your descriptive ability.



1. Look at the map carefully. Who do you think would use it? Why?

2. Who do you think first explored this island—settlers, sailors, or missionaries? Support your answer with information from the map.

3. If you were shipwrecked on this island, which information on the map would be helpful to you? Why?

4. How many miles long is the island at its longest point?... How wide?

5. Where is most of the treasure buried? How far away would the treasure be if you landed at Rum Cove?

6. This map is based on a description of the treasure man in Robert Louis Stevenson's TREASURE ISLAND. Compare the map with the written account that follows. What information has been left off the map? Why do you think this was done?

Figure One.

Source: NBA Tape Recording Lessons, Second Edition, Lesson 7, Exercise 3, pg. 18.
National Braille Association, Inc., Rochester, NY: 1984.

To illustrate this process, two descriptions, and the drawings each inspired, are shown in Figures Two and Three. (In the original study, each of eight subjects constructed a map. Four maps were constructed for each of the two map descriptions. In this paper, two representative maps have been included with each description; two maps have been omitted to save space. Answers to questions in the

exercise also have been omitted for this same reason.)

The description in Figure 2 gives its mapmakers a fighting chance. Though some distortion in the relative size and location of features exists in the accompanying drawings, the description gives enough information for the subjects to correctly answer the questions in the exercise.

This illustration is a drawing of the map from Treasure Island.

On the upper right is written in Old English Script, 'Given by the Above J.F. to Mr. W. Bones, Maite (spelled, m-a-i-t-e) of Ye Walrus, Savannah, this 20 July, 1754, W.B.'. At the lower right the points of the compass are shown with an arrow pointing upward labeled N. At the top left of the illustration is a scale marked in half inches 0,1,2,3, and underneath 'A Scale of 3 English Miles'.

There are two islands, the larger one is irregularly shaped. It is four and one-half inches from north to south, and three and one-quarter inches east to west at the widest points.

Starting at the northernmost tip of the large island and following down the east coast about a quarter of the way down is North Inlet. Below this, the island widens out; at its widest point is an indentation, 'Rum Cove'. Continuing down the east coast, the island narrows slightly. Just above the southeastern tip is 'White Rock'. The eastern half of the southern shore is a cove in which is found the smaller island, 'Skeleton Island'.

Continuing west and at the southernmost

tip is 'Haulbowline Head'. Going north up the west coast is another inlet, the cape at its entrance is 'Cape of Ye Woods'. The irregular coastline has no other named areas, but the water is marked, 'Strong Tide Here'. All around the islands are random numbers from one to twelve.

There are several landmarks on the island. At the north end is 'Foremast Hill', marked with a cross. Two unnamed hills are on the west and east sides of North Inlet, the west one is marked by a cross.

Halfway down the island on the west side is 'Ye Spy Glass Hill'. Just east of the hill is 'Tall Tree'. Further east is a spring which flows down through the swamp to the southern shore. To the right of the swamp are graves, and below them a blockhouse.

A half inch below the Tall Tree and two inches southwest of Rum Cove is a cross marked 'Bulk of Treasure Here'. Below this is 'Mizzenmast Hill'.

Skeleton Island measures about three-quarters of an inch north to south, and east to west. There are three hills on the island. Its southern tip is marked 'Foul Ground'. Text."

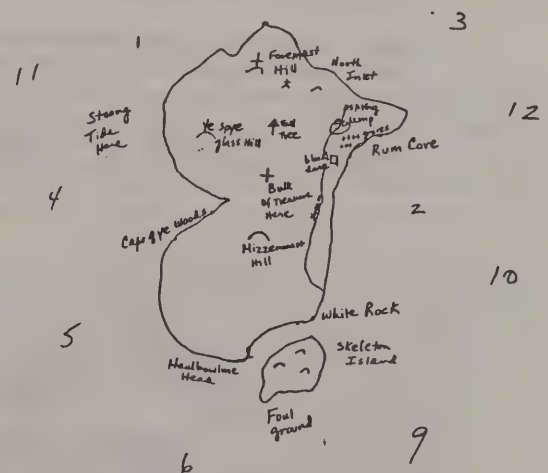
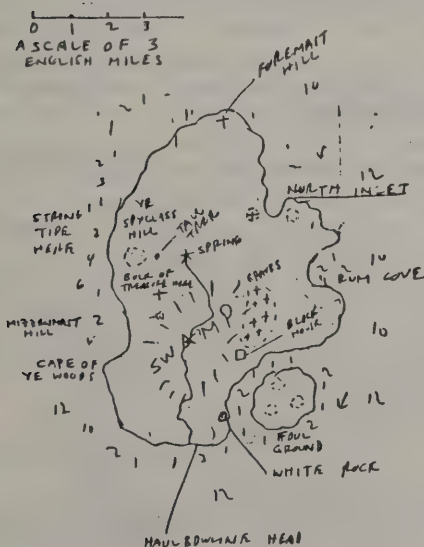


Figure Two (Text source: Op. cit., pg. 22.)

The description in Figure Three, however, has some substantial flaws which detrimentally affect the subjects' results. Because the author of this description didn't make north/south, east/west references for the length and width of the island, three out of four(!) maps are drawn with the longest measurement running east/west rather than north/south. In one of the drawings, the distortion that resulted puts the bulk of the treasure on top of Mizzenmast Hill rather than in its correct position about a mile north of it. The length measurement is also about

one-half inch too short in the description, which throws our subjects' answers to question four off by about a mile. Though inconsequential to the answers that are given, the Cape of Ye Woods could be more accurately defined as the cove mouth's northern point. As originally described, the Cape of Ye Woods appears as the cove's entire northern shore on all of the maps. All of these items, which might be overlooked in a transcriber's subjective review, become much clearer through this more objective inspection process.

This map is titled: "Given by the above J.F. to Mr. W. Bones, Maite of ye Walrus, Savannah this twenty July 1754 W.B."

A scale shows that one English mile is about one-half inch. A compass points upward to north, down to south, left to west, and right to east.

The island is roughly rectangular. It is about four inches long, and three inches wide. A smaller island is set into the southeast corner of the island.

The details will start with the island's north end, and move clockwise:

The northeast corner is missing. In its place is an ocean inlet labeled "North Inlet". The inlet's west and south shores each measure about one-and-a-half inches long.

Three hills surround the inlet: Foremast Hill on the north-most end of the island; an unnamed hill about one inch south of Foremast Hill; and a third hill directly south of the inlet. A cross is just south of Foremast Hill; another is just northwest of the second hill. At the southeast tip of the North Inlet is a smaller cove called "Rum Cove". About one-and-a-half inches below Rum Cove is an area marked "Graves". Below this is a block house. Below this, at the southeast point of the island is White Rock.

A cove cuts into the southeast corner of the island. Its west and north shores each measure about 3/4 inch long. A small, hilly island, called "Skeleton Island" fits closely into this cove. Its south end is marked "Foul Ground". The southern coastline, west of Skeleton Island is labeled "Haulbowline Head".

About 3/4 inch north of the head is Mizzenmast Hill. West of Mizzenmast Hill is the mouth of a narrow cove. The cove's back shore is about 3/4 inch southeast from its mouth. The cove's northern point is the "Cape of Ye Woods".

A quarter-inch east from the cove's back shore is a cross marked "Bulk of Treasure Here". This cross is about two inches southwest of Rum Cove.

About a half-inch north of the treasure is a tall tree. Just west of this tree, on the coast, is Ye Spyeglass Hill. The waters off the west coast, north of Spyeglass Hill are marked "Strong Tides Here". In the waters surrounding the island are about thirty numbers from 1 thru 14 randomly arranged.

Just east of the island's center, three streams begin around the area of a small spring. They flow south thru swampland to merge and empty at Skeleton Island Cove.

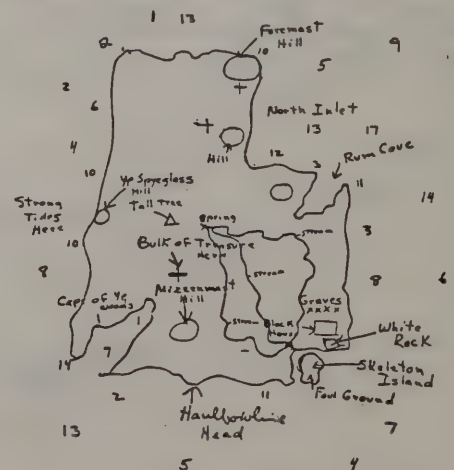


Figure Three

Using this exercise, the author of the description in Figure 3 can adjust and enhance her descriptive technique. From now on, she will choose her words with more consideration for her reader's perspective. When a text asks for exact information from a diagram, she will be sure that the information presented in the written description is also as exact. Additionally, she will practice to improve and develop her descriptive vocabulary. While wishing to retain

her anonymity for fear of damaging her reputation as Recording Specialist for a prominent transcribing organization, the author of this description concurred that she greatly benefitted from her participation in this learning exercise, and considered herself to be much wiser for the experience.

LESLIE BURKHARDT
CTEVH Recording Specialist

CALL FOR TYPICAL OR PROBLEM TEXTBOOK QUESTIONS

The March 1986 Conference is coming up fast.

Introduction to Textbook Format is for the beginning transcribers and any questions you have would be appreciated. Believe me when I say in braille there are not dumb questions—just need for clarification. Remember, we all were beginners once.

The Workshop for those who already are using Textbook Format needs your input. We need to know what kinds of problems you are finding in the textbooks you are working with. Even though you know the answer, if you had to look it up in TBF please share it.

I know that we all assume the Workshop Leaders are experts but we all work in isolation—the nearest transcriber to me is 10 miles away and a long distance phone call to boot. Conference is a time for sharing! Mail me a copy of your problem with title of book, publisher, and copyright dates (if you know them), before February 1, 1986. Oh yes—copy machines are everywhere—office, library, drug stores, grocery stores and they only cost a dime.

I'VE GOT THE ANSWERS; DOES SOMEONE
HAVE THE QUESTION?

I seem to be able to give answers like "Start

in cell 7 with runovers in 5." What I really need is questions to go with the answers.

In what cell do I start the picture captions? What if it has runovers (Rule III; Illustrations, page 22). Picture captions need to be considered when pre-structuring the book for textbook format. Are they of value to the braille reader? If the illustrations were fully discussed in the body of the text—no need to repeat the captions. If there is no mention of the pictures at all the captions don't need to be brailled (Rule III, §12b). We do note the omission of illustrations on the transcribers note page.

When Picture captions are necessary, do this:

In cell 7, braille the word which describes the subject (diagram, map, picture, etc.), followed by a colon, and then the caption on the same braille line. Runovers are in cell 5. No blank lines before or after

If you need to explain the picture in your own words after the caption, use the transcribers note. Enclose your explanation with the Transcribers note symbol (dots 6, 3) (Rule II, §10, page 10). No blank lines are needed.

BILLIE ANNA ZIEKE
CTEVH Textbook Format Specialist

IBM PC BRAILLING

We have been getting many inquiries asking about just what the Micro Braille Program can do. I will list here some of the highlights. It can do many more things, but space does not allow me to list everything.

FEATURES OF THE MICRO BRAILLE PROGRAM FOR IBM PC AND COMPATIBLES

- * Uses six Key mode.
- * Full page of 25 lines is shown on screen.
- * Automatic textbook page numbering (including letter) or literary page numbering. The running braille number will also appear automatically after initially being entered.
- * Braille page indicator line of hyphens will go across automatically after entering Function Key and new textbook page number.
- * Option of using a Running Head or not. If Running Head is used it will go in automatically on next braille page after finishing previous braille page, along with correct page number.
- * To erase an unwanted character, place Cursor over unwanted character and hit Delete Key.
- * To insert a character(s) place Cursor where character is to be inserted and hit Insert Key.
- * Headings are automatically centered by brailleing at margin; then by hitting a Function Key, it will appear in center of line.
- * Tabs can be set for 5th cell headings or tabulated material.
- * Dot 5 guide dots will go across braille page automatically after holding Shift Key and hitting Tab Key, leaving a space after first item and a space before next item.
- * Quick movement of Cursor is made by hitting Home Key to go to margin; End Key to go to end of braille line. Arrow keys permit going up or down or right or left.
- * Line(s) can be deleted by hitting a Function Key.

- * Line(s) can be inserted by hitting a Function Key.
- * Pages can be inserted by hitting a Function Key.
- * Pages can be deleted by hitting a Function Key.
- * If you need to see what braille line you are on: By hitting a Function key, these numbers will appear on right hand side of screen in bold arabic numbers and can be removed at will, by the use of a Function key.
- * By hitting Page Up or Page Down keys you can go from page to page.
- * When proofing your work, by hitting a Function Key you can change Cursor into a long line that goes beneath braille line for easier reading.
- * Braille lines can be pulled up or pushed off to next braille page.

The Micro Braille Program will work on the following:

IBM PC, IBM PC JR. (please specify, as there are additional instructions for the PC JR.)
Columbia
Compaq (not the Desk Pro Compaq)
Eagle PC "Spirit"
AT&T
Tandy 1000
Leading Edge
Zenith - Model 148

If you have any further questions about the Micro Braille Program, you can call us any time, including weekends, or write.

Norman & Lou Ella Blessum, CTEVH Computer Assisted Braille Co-Specialists (South)

APPLE CART UPSET?

We have had apprehensive inquiries from transcribers about the recent Apple upheaval. From the reports in computer magazines, not to worry. If anything, Apple management seems to be concentrating more effort on the line of computers we braillists will use.

Nothing is set in concrete in the rapidly changing computer world. As you read in the last TCT, just after the software was completed by the Blessums for the PCjr, IBM discontinued its

production. And Commodore is also reported to be going through shake-ups. So do not make decisions about your system based on the latest industry tremors.

Unlike the slowly-grinding wheels of BANA, in the braille/computer fields it is rather routine to submit a column which has become obsolete just before its publication.

Further suggestions on choosing the optimum

system: If you or your group will be using a computer and embosser only for transcribing done by braillists (not a typist using a translation program) and will be producing a paper master only, your needs will differ from a school or agency. You can select a "dedicated" system using less expensive components which are also less complex to learn and operate. More expensive multipurpose software enables the braille reader to access voice synthesizers, to produce output for paperless braille and allows non-brailist to type text into the computer which is translated by the software program.

These can be very useful features for organizations working directly with braille users who benefit greatly from the flexibility of the software. Similarly, with an embosser, if it is used only to produce a paper master, the form feed models are far less tedious to use than the Cranmer Modified Perkins which requires the insertion of each sheet individually. However the "Perky" is very useful if used also for direct braille input as well as computer output embossing. If you are using a system and interacting with braille users—GO FOR IT with all the additional options. We hope to do some testing of the personal embossers in the near future and will report on the results.

Updates: For those of you who are not NBA members, two flashes which will appear in the Fall Bulletin:

1. BANA will soon issue a new ruling that transcribers using computers do not need to hyphenate words at the end of

lines. NBA requests that this rule be used now for any future NBA transcription.

2. If you intend to use an Apple IIc with the ED-IT software, DOS 3.3 must be used, rather than PRODOS which is supplied with the IIc.

SERMON TO THE MORAL MINORITY

As transcribers we are very aware of the need to obtain copyright permission before brailleing, a book. Educators certainly do not condone a student's "ripping off" a library book. But there is a growing tendency to treat software as "up for grabs." As transcribers, we should respect the efforts of the labors of love by the braille programmers. The saving in wasted paper alone (not to mention transcriber exhaustion) more than justifies the moderate cost of a copyrighted program for each computer that uses it. Educators also should realize that if they condone pirating of software and supply "free" copies of copyrighted materials they are teaching their students that while theft is wrong . . . it's OK sometimes.

We are all proud to serve through CTEVH in what we feel is a worthwhile endeavor. Let's not tarnish that image and our integrity by petty theft.

Diann & Ken Smith
CTEVH Computer Assisted Braille
Co-Specialists, Northern California

LITERARY BRAILLE POTPOURRI

Word Division

We're all thoroughly indoctrinated with the mandate to look in the dictionary before we ever divide a word at the end of a braille line. (No matter how sure you are that you know it, sometimes modern syllabication surprises us, like: raised dot—serv ice; so it is a mandate.)

But sometimes we forget the rules we learned at the very beginning of our transcribing course, for words that are not given in the dictionary, particularly variant forms. Review the INSTRUCTION MANUAL FOR BRAILLE

TRANSCRIBING, pp. 6-7 and 19-20 (or Secs. 2.5a and 5.13 in the new edition); or LESSONS IN BRAILLE TRANSCRIBING, p. 10; or Krebs' TRANSCRIBERS' GUIDE TO ENGLISH BRAILLE, pp. 12-13.

These sections will remind us that (no matter what computer-print does) we do NOT divide a one-syllable word, like: slipped; scratched. The "ed" is a separate syllable only when it sounds like "ed", following a "d" or a "t" or a base word ending in "dd" or "tt": faded, wanted, added, butted, etc.

And we'll remember that "es" is not a syllable in words like: fades; but is a syllable at the

alike. A cursory examination convinces me that it will most certainly do that.

Human nature, being what it is, will bring forth some who will be quick to point out its faults (both real and imagined). But, after all, how many of us are there who teach the course in exactly the same manner? Not many, I'm sure. We all search for methods, systems, procedures and modes that suit US and our style. I'm confident we will all soon adapt to the new manual and begin to feel quite comfortable with it.

I do know that those of us who've proofread, corrected and brailled "Sauce for the Mongoose" for years and years, rejoice in the all new "In the Shadow of a Rainbow" as a fresh and interesting exercise in Braille Book Format.

The index is great—it doesn't take long to discover the ease with which a particular subject can be located. And don't overlook Appendix A on page 137; Summary of Rules for Use of Contractions . . . very nice.

In the next TCT, I'll discuss the new manual in more detail and perhaps look at some of the specific differences between "the Green" and "the Blue". At any rate, we say welcome to the new manual. To those of you perusing it for the first time this summer, be sure to jot down any particular items about which you have a comment or question.

Elizabeth Schriefer
CTEVH Literary Braille Co-Specialist

PICKY, PICKY, PICKY!

When punctuation follows a spatial arrangement, the print shows such punctuation in various locations—top line, bottom line, or centered with respect to the arrangement. Where does it go in braille? Well, that depends!

It depends on whether the punctuation appears on the same side of the expression as an enlarged grouping symbol. [Code, Section 185b,iv., page 186]

If the punctuation does appear on the same side of the expression as the enlarged grouping symbol, then the punctuation must appear on the top line of the expression in braille, regardless of the print placement. Example:

$$\left\{ \begin{array}{l} x - y + z = 2 \\ \quad \quad xyz = 0 \\ \quad \quad 2y + z = 1 \end{array} \right.$$

In the example above, the period appears "in the middle" of the enlarged vertical bar on the right. By the rule, it must be placed on the top braille line of the arrangement.

However, if the punctuation appears where there is no enlarged grouping symbol, place it on the line where it appears in print. Example:

$$\left[\begin{array}{cc} a_{11} & a_{12} \\ a_{21} & a_{22} \end{array} \right] y = \left[\begin{array}{cc} a_{11} & k_1 \\ a_{21} & k_2 \end{array} \right]$$

In the example above, the period appears to the right of the spatial arrangement, but it is not on the same side of the expression as the enlarged grouping symbol. Therefore, it will appear in braille in the same location as it has in print.

Joyce Van Tuyl
CTEVH Braille Mathematics Specialist

TRANSCRIBERS' KEYS—NON-NEMETH

Consider the map shown below. What is the best method of presentation? Consider these facts:

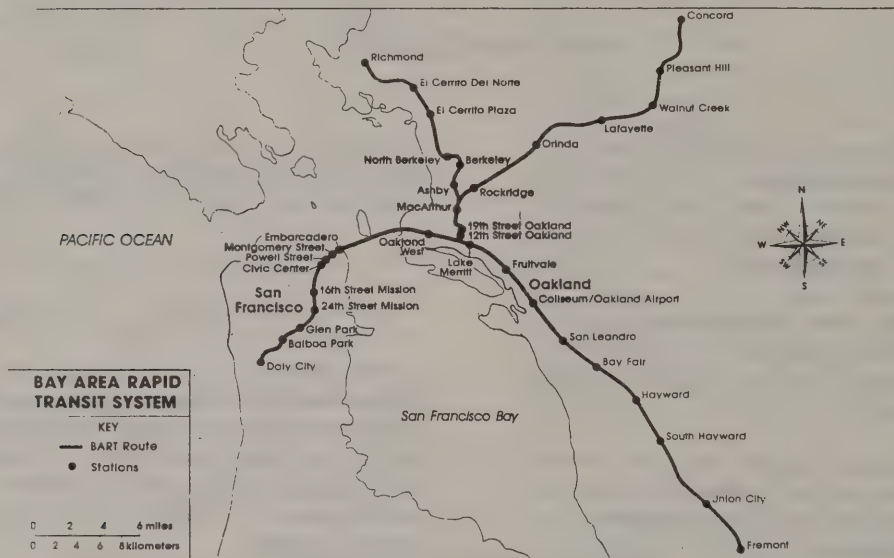
1. It is important that the BART map be contained on one braille page.

2. Granted 1 above, it becomes obvious that the station names must be shortened and presented in a transcribers' key.

3. There is already an element of the print presentation titled KEY.

The BART System

► Below is a map of the BART system. The map shows the route that BART trains follow and the stations where the trains stop. Study the map. Then read the sentences and check **T** if a sentence is true and **F** if it is false.



T F

- ☐ ☐ 1. Embarcadero is a station in San Francisco.
- ☐ ☐ 2. When you travel on BART from Fremont to Lake Merritt, you are traveling a distance of about 10 miles.
- ☐ ☐ 3. Fruitvale is a station in Oakland.
- ☐ ☐ 4. The station between Concord and Walnut Creek is Ashby.
- ☐ ☐ 5. When you travel from San Francisco to Oakland, you cross San Francisco Ocean.
- ☐ ☐ 6. There are six stations between Daly City and Embarcadero.
- ☐ ☐ 7. To get to the Oakland Airport, you would get off at the San Leandro station.

The transcriber may proceed as follows:

A. Make BAY AREA RAPID TRANSIT SYSTEM a centered heading.

B. Transcribe the print key by placing KEY in cell 5 and putting your symbols below it. Make the line representing the BART Route at least $\frac{1}{2}$ " long. Place the symbol at the margin, followed by the description.

C. Skip a line and transcribe the scale, being careful to enlarge it the same amount as you enlarge the map. (Since the question section refers only to miles, you may omit the kilometer portion of the scale.)

D. This map also needs a transcriber's texture key. Although not obvious on the photocopy, the regions of San Francisco and Oakland are shaded areas as well as the bay and the ocean.

Skip a line after the scale; put the words Texture Key, preceded by transcriber's note symbol in cell 7. Place your textures at the margin (they should be at least $\frac{1}{2}$ " long by $\frac{1}{2}$ " high. Double space between lines. Close with the T-note symbol.

E. The compass rose is not necessary because no questions refer to it.

F. Examine the questions on the page. Make a list of the stations mentioned. There are ten. Choose a two-letter abbreviation for each station, for example, dc for Daly City, em for Embarcadero. Be careful not to choose letters that correspond to short-form words. Because the work "Key" has already been used by the author, I prefer to use the heading "Abbreviations of station names." Begin in cell 7 with transcriber's note symbol and your heading. Any runover goes in cell 5. Place your abbreviations at the margin in ALPHABETICAL ORDER!! It may seem logical to proceed from Daly City to Embarcadero and so on, but if you consider the reader encountering the abbreviation on the map, it will be much easier for him to find its meaning if they are listed alphabetically. The reader doesn't know what order the stations are in. Remember to close with the transcribers' note symbol.

G. Place your map on the following braille page. It is not necessary to repeat the heading BAY AREA RAPID TRANSIT SYSTEM. You must put in a symbol for each station, but need identify only those listed in the key.

Jane Corcoran
CTEVH Tactile Illustrations Specialist

LARGE TYPE

This summer I've had time to sort through a mass of papers in closets—including old NBA Bulletins and TCTs. A 1957 treasure is a faded ditto listing those educators and transcribers attending a May meeting at San Francisco State Items discussed there:

1. The need for a listing of transcribing agencies in California and a complete listing of resource rooms in order to establish communication between teachers and transcribers.

2. The need to establish a file of materials in braille and provide a listing to teachers of Visually Impaired children.

3. Discussion of Miss Misbach's report that legislation for press braille of

California textbooks was progressing nicely.

4. The need for a uniform page numbering system—a sample was presented.

5. The need for standardization of paper weight and size and weight, and size of volumes.

6. Editing—how much adaptation could be allowed in texts—and the need for indexes and glossaries.

7. The need to establish the practice of placing a Transcriber's Notes page in each volume—especially for the handling of phonetics.

8. The cost of acetate sheets was all of two cents per page.

9. That Betty Brudno would serve as chairman of the central committee.

Yes, we have come a long way!

After reading conference and specialists reports, TCT supplements, and articles by such greats as Irene Hawkinson, Dorothy Misbach, Barbara Rubin, Katie Sibert, Ruth Lowy, Norma Schecter, Betty Brudno, Frances Rosenberg, Betty Smith, and Fred Sinclair, I wonder how this lowly brailist was so fortunate to become involved with such knowledgeable and dedicated people.

Back to the present: there are several agencies investigating software and printers (usually Apple-compatible) and electronic typewriters which may eventually give us an alternative for producing large type materials other than by enlarger/copiers and the only large type typewriter available, the IBM8s from Data Display Systems (California Retyping) in Los Angeles.

Marian Wickham
CTEVH Large Type Specialist

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent, Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Joan S. Levy
CTEVH Awards
339 Loma Media Road
Santa Barbara, CA 93103

My check in the amount of _____ payable to CTEVH is enclosed for:

pin____(Gold-filled only—\$10.50 each) charm____(10K gold only—\$25.00 each)

Name_____

Address_____

Guild or Affiliation_____

BRaille (Library of Congress Certification required)

Literary braille pages.....
Nemeth braille pages_____times 5/4 equals_____
Music braille pages_____times 5/4 equals_____
TOTAL braille pages (Qualifying: 5000 pages).._____

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours)...._____

LARGE TYPE PAGES (Qualifying: 10,000 pages)....._____

SPECIAL SERVICES HOURS (Qualifying: 100 hours)....._____

(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each student successfully completing a braille transcribing course, with proportionate hours credited for a student who does not complete a course.)

Verifying signature: GROUP CHAIRPERSON OR ADMINISTRATOR_____

CONFERENCE REPORTS

CONFERENCE XXVI



SAN FRANCISCO

**WORKING TOGETHER FOR SUCCESS:
PARENTS, TRANSCRIBERS, AND EDUCATORS**

VOLUNTEER TRANSCRIBERS—THE HEARTBEAT OF CTEVH

(Presented at Luncheon,
Saturday March 23)

How beautiful you all look! What a great conference this is! We are more than halfway through and you have been working, and thinking and learning and reaching. You sparkle with your enthusiasm. C.T.E.V.H. is a volunteer organization filled with eager beavers like you—and then some. But, it's been a busy morning and now you're full of lunch. Let's try a simple exercise before you listen to one more speech—one more time!

I would like you each to raise your right arm—good! Now extend that arm behind your head but—over your shoulders. Take a deep breath—and give yourselves a great big pat on the back! You deserve it! You're what makes C.T.E.V.H. what it is today!

Months ago when Fred asked me if I would speak at this conference I naturally said I'd be delighted to. Is there anyone here who doesn't know Fred—oh my—Fred please stand—I can assure you he's impossible—to say no to.

After I had committed myself I had moments of panic. How could someone who was not a C a T an E or VH tell you anything. Second thoughts made it sound like fun, because in the end it all comes down to people, and people are my business. As you know I specialize in working with volunteers—my natural title for this speech is Braille Transcribers are the Heartbeat of CTEVH. A sub title should be "And it all comes down to people."

Perhaps the most perfect quote to describe our emergence as an organization was made decades ago by the French Statesman Alexis De Tocqueville who visited our country and returned to France to say,

These Americans are the most peculiar people in the world. You will not believe me when I tell you how they behave. In a local community in their country a citizen may conceive of some need which is not being met. What does he do? He goes across the street and discusses it with his neighbor. Then what happens? A committee comes into existence and the committee begins functioning in behalf of the need.

CTEVH was a child created by a committee! A committee formed by a few very vocal transcribers who found a need and wanted answers. They went to their neighbors, the people they worked with and found the educators wanted more answers. Transcribers and Educators talked to the Cs of CTEVH and discovered the state wanted a lot of answers too—and so the first committee was formed in 1956—including Cs Ts and Es and V.H.s with Fred in the middle of it. They met in StonesTown—a committee could never meet just once—there were more meetings and in 1957, a transcriber, Betty Brudno, was elected the first chairman/president of this emerging group. That 1956 committee spawned quite an offspring, baptized in 1957 as C.T.E.V.H. We've come a long way, baby!

First let us touch briefly on volunteerism, itself. It is the great American pioneer ethic transferred into productive action. From the basic efforts to survive in a new land we needed one another. The spirit of sharing grew out of this need and was handed down, generation to generation, until it spread throughout the land. Today volunteerism is specialized, categorized, and recognized as a moving force in our society. There is no country in the world that uses volunteers as we do. A number of months ago Mrs. Toyota—wife of the chairman of the board of the Toyota Motor Company—came to Braille Institute, with her entourage, to study our volunteer program. First of all, she couldn't believe that people with white hair would volunteer (and we couldn't make it without them). At lunch she said that the people in Japan don't have the heart yet to do what our volunteers do—and murmured sadly that they are 50 years behind us—in this concept.

Late in 1983 a Gallup poll was made on Volunteerism in the United States. Would you believe that over 98 million people volunteer? Half of our population—actually 55% of our population. Would you believe almost as many men as women sign on? Would you believe that the major motivation for volunteering is actually a true desire to help others (72%)? In my 20 years at Braille I can certainly verify that. With a few classic exceptions most folks are motivated by a desire to be of help to others, but one busy morning this premise fell apart. It was a Friday, the day before I was leaving

on vacation, so I naturally arrived at my desk very early. In the middle of my desk was a small terse note: "see me in my office immediately"—Mr. Kirbey. What had I done? I rushed upstairs. Our Assistant Director, Leon Thamer was already there and RWK was waving airline tickets for the two of us to leave immediately to fly to Palm Springs and fire the Manager in our Palm Springs office. I had hired him and he had been very naughty. I rushed back to my office to have a quick "before—vacation" meeting with my staff. It wasn't 8:30 A.M. and here at the counter was a resolute girl wanting to volunteer. I told my then straight-laced secretary to get the girl a cup of coffee and the morning paper, put her in a waiting room and come back to the meeting. She came back alright in a state of shock. She had asked our early bird why she wanted to volunteer and the girl said, "well I wanted to have sex with my boyfriend and my priest told me to go over to Braille Institute to work it out." We put her in the garden and let her dig—no matter what her motivation was. But most folks come from a different stance and I don't believe there are many volunteers more motivated or dedicated than the volunteer Transcribers. You are truly a breed apart. You are perfectionists, you are detail people, you are perennial students, you are solitary—you work alone, seldom seeing a finished book—almost never seeing the person

You know, years ago I stumbled into CTEVH by providing you a meeting room and by serving you sandwiches. I finally joined this organization and went to a conference. I'll not forget the culture shock I had listening to some of your transcribers argue most of the night over how to divide a word. That's dedication! That's Braille Transcribers at work! You are the heartbeat of CTEVH! You are some of the brightest pieces in the wonderful mosaic of volunteering in this country. President Reagan said that the volunteer spirit is alive and well and volunteers are partners in civilization—and we know it!

We are all a part of a truly unique volunteer organization without parallel. It started with the committee I mentioned earlier. Organized to meet a need and to answer questions. Is this what the educator wants? Are we doing everything we can for our blind readers? Educators asked how can we get books into our students hands by yesterday? The state asked how can we avoid duplication? We are all still asking the same questions and more. But we're working together and we've been

finding a lot of answers. For the Educators, Transcribers, and important "others" in this audience who have been on the job for even the last 10 years, I'll ask you to think back 10 years ago. Within your office, your classroom, your corner to transcribe braille—think of the changes that you have seen. Think of the wonderful improvement in communication. Mind boggling isn't it?

In the early years, when I was on the sandwich detail, CTEVH seemed to be predominantly a transcribing organization. Educators or the big "Cs" did not really serve on the board. However, up to three Es were allowed to act as non-voting board members and there was always Fred. But he didn't get to be President until 1975 and he was on the 1st committee! I think a simple reason for this was that Transcribers were volunteers—hence non-employed and they had more time to tackle the administrative details of CTEVH. Educators were busy, but they started coming to conferences and in the early 70's the board representation changed. Educators were sought. There is now an even split not only between "Es and Ts" but north and south for a fair and broad representation.

Our membership has grown to almost 1,300 from many states and foreign countries. Our conferences have become more and more sophisticated and certainly our hotels have become more and more elegant. Were any of you at the Mission Inn? In 28 years we've come a long way, baby! Together we are facing the challenge and the future—the computer—a challenge that has arrived with blazing speed.

I'm sure that there are some folks in the audience who face the technical future with more consternation than joy. There are others of you who are fighting to get into the computer mainstream. Two transcribers in southern California just met with the Irvine Foundation asking for funds to buy Apples and IBMs for CTEVH. It looks good. Your board is planning exciting investments in technology to help us all. Just this afternoon side by side work shops are #606—software programs in the classroom, and #607—Braille Transcription by the home computer. We're working on the challenge.

Perhaps there is one more challenge that I can suggest to all of you with or without computers and that is the challenge of finding new ways to use people. It all comes down to people after all—whatever the technology.

To the Educators—you have a large untapped work force that could augment your increasingly complex assignments and help you stretch your work day. It is free and effective. Let me give you an example: It took me two years to talk our Orientation and Mobility Specialists into accepting a volunteer in their very professional training program. Understandable, but by coaxing the O & M folks to do the training of the volunteer and overseeing the assignment and by drawing very clear volunteer job descriptions a beautiful and successful program has been developed. Our orientation volunteers orient our new blind students to our buildings. They feel challenged and the O & M Specialists are released for the needed and difficult street training. The only problem now is—we need more.

Volunteers can perform miracles. Do you have blind children who need extra tutoring? Do you have a need for special toys or equipment, beside books, that might open doors for a youngster on the brink of discovery? They can be made. Do some of your blind children need out of school socialization? Do you need help correcting papers even in braille? Have you tried a volunteer? Your first line of recruitment would be the closest Transcribing guild. There could be some skilled braillists waiting for special assignments who would like to help or there could be braillists interested in adding a one-to-one relationship to their volunteering and express them specifically to others.

Your local P.T.A. is also a source of help—you certainly have a dedication to the blind and they might know of the perfect person. Training volunteers does take time, but once they understand your requirements and your rules they will become working partners of great value and skill. Educators—know your local transcriber.

To the Transcribers—you have a broader span of service than many of you realize. True, you are skilled technicians devoting every spare

moment to the production of brailled material or large type or tape. For some of you I might suggest that you look up from your Perkins or Apple and expand your horizons of helping. The joys of face-to-face involvement with a child cannot be counted. The satisfaction of instant feedback adds dimensions to your skills. Do you know that some of your transcribers, though still brailing, are also teaching braille to blind adults. Transcribers are very involved with Braille Institute's new community center development (for example, Corona Del Mar). There are new services to add and new avenues to explore—know your local educator. Don't throw away your Perkins, but do look ahead for extensions of your involvement with the blind.

The CTEVH itself—we are doing mighty things. Perhaps we should form a committee to develop new volunteer directions, to project, if you will, new paths of helping. Do we need to add a bridge of volunteerism that will extend all of our great talents from the Ts to the Es and back? Think about it. Are we all becoming so professional our vision is narrowing? Skills and technology are impressive, but it all comes down to people in the end.

The explosion of technology has showered us with so many new technical aids, so many new instruction books, so much more knowledge to dispense. We are all going to be needed more than ever to keep blind children and adults moving confidently into the 20th century. Volunteer transcribers are truly the heartbeat of CTEVH. Educators are certainly the blood; the State and the visually handicapped and the always important "others" are the flesh and bones. Mix us all together and you have an organization to be proud of. We've come a long way, baby. I challenge you all to look ahead and continue to grow. You are leaders, you are in the drivers seat—grab the reigns! The future for the blind has never been brighter. Thank you.

Jane O'Connor Verhage
Director of Volunteer Services
Braille Institute of America

**CTEVH CERTIFICATE OF SPECIAL RECOGNITION:
BOB DASTEEL**

I suppose it happens in every field that there is from time to time a person who fills his role so perfectly that when the time comes that he retires, those who are left behind wonder how they will ever manage without him. We are in that situation today. We have learned that Bob Dasteel is retiring from American Thermoform Corporation. This news will cause the office manager of every braille group in the world to feel uneasy.

I had written to Bob asking for a history of the Thermoform machine so that I could use it in my history of braille transcribing. It is a very interesting story.

Back in the days when every braille book had to be done by hand, there was in Culver City, California, a very small company called Product Packaging Engineering. One part of their business was the development and manufacturing of industrial vacuum-forming machines. A regular caller on the Manager, a salesman of cellulose acetate plastic, knew of the braille shortage because he had a blind niece of school age. At his suggestion, a sheet of braille was placed on the platen of one of those large skin packaging machines and a thin sheet of acetate was vacuum-formed over it. Thus was produced the first vacuum-formed braille copy.

As a result of this experiment the company built a prototype small machine called the Model BD Braille Former. It was exhibited at the National Packaging Show in Chicago in 1957. Although publicity for the machine was limited to trade publications for the packaging industry, word spread and in the next three years thirteen units were sold. With an initial price of \$350, the loss to the company was \$360 on each machine. Simple economics suggested they eliminate this product.

In 1961, with new ownership and management under Bob Dasteel, the company name was changed to American Thermoform Corporation. A study of the files regarding the BD Braille Former revealed: (1) that there was a real need for the machine, and (2) that the machine was improperly designed; it was improperly marketed and serviced; and of the thirteen machines sold, only four were still in operating condition. Furthermore, no effort was made to help the customer find plastic sheets to use with the product.

For American Thermoform the BD Braille Former became its priority project. A new prototype was designed, built, and then exhibited in Chicago, again, in April, 1961 as the Thermoform 55. This time the exhibit was not at the National Packaging Show but at the annual conference of the National Braille Club (now known as the National Braille Association). At least one hundred different plastics were tried until one was perfected that was considered optimum. It was called Brailon.

At the National Braille Club two-day exhibit eight orders were received. More orders followed when the members returned to their local organizations. The Thermoform Brailon Duplicator is the world standard for copying braille and is now being used in over one hundred and fifteen countries. Bob says it all resulted from educators and transcribers and American Thermoform Corporation saying "We Care".

It is hard for a member of a braille project to imagine what life would be like if there were no thermoform machine. Not only does it do its job well, it does it so reliably. When our office was destroyed by fire in the summer of 1983, we were still using the Thermoform machine that we had purchased in the early sixties. It was still producing braille with every dot as clear as the stars in the Mexican night sky. The American Thermoform office is staffed with people knowledgeable about their product and willing to help by letter or by phone. Bob has been a boon to our conferences. He is always prepared with many boxes of Brailon to run off extra copies of this or that for the conference committee or for workshop leaders.

I am reminded of a story about my father. He was a very handy man and when he moved to Leisure World in Walnut Creek many years ago he kept busy helping the neighbors by installing sun shades, indoor-outdoor carpeting on balconies, making cabinets, etc. One of his neighbors, a Scotsman named Brown, said one day, "Ah, Mac, I don't know how we'd get along without you." My dad said, "Well they get along without me very well in Indiana." Mr. Brown said, "Aye, but not as well."

I suppose we'll muddle through somehow without Bob Dasteel, but not as well. We want to take this opportunity to tell him how much he means to us, how much we have appreciated all he

has done, and what affection we have for him. We hope, Bob, that when you look at this, you will remember us and know that we consider that you were the very best at what you did.

JANE CORCORAN

CTEVH CERTIFICATE OF APPRECIATION: HELENA McBRIDE

It is a privilege to be asked to present the CTEVH Certificate of Appreciation, and especially when it has been so richly deserved, and earned with so many years of tremendous accomplishments in the face of tremendous obstacles.

CTEVH wishes to honor HELENA McBRIDE, of Long Beach, for her outstanding record of continuous service to the field of braille transcribing and production. We are all sorry that she is not able to be here to receive it in person.

Helena first studied braille transcribing with Margaret Valencia, that brilliant and inspiring blind teacher, in Covina. She was looking for an interesting and challenging way to spend her spare time. (And we all know braille is all that and more!) She was certified in 1968.

In 1969, after moving to Long Beach, she joined the AAUW Braille Section, first started in 1953 by Frances Park (my own braille teacher). At that time, she brailled for several years under the chairmanship of Doris Osburn, one of our outstanding volunteer administrators.

When Helena was stricken with arthritis and could no longer braille, she began working in the AAUW Braille Section office and workshop—typing clearances, thermoforming, binding, keeping records that would equal any cost-accountant's for completeness and accuracy of detail.

Then, when Doris Osburn's health made her drop out, Helena took over the active leadership of the group, though she did not always bear the title of President. She kept the assignments moving efficiently through the process of transcription and duplicating and shipping; she saw to it that funds were raised as necessary;

having been a skilled brailist herself, she could pre-structure and assign work to the most suitable volunteers for each particular book

When AAUW moved on in its interests to other areas, she got a number of Lions Clubs to take over joint sponsorship of the Braille Section; and work went on without a hitch.

In addition to the usual work of a braille group, the Braille Section offered one-on-one help to newly-blind seniors who were just learning braille; as well as maintaining a growing library of braille fiction to keep up their interest.

In September 1984, Helena resigned from her position with the group, but still remains as a consultant to answer questions and solve problems.

The Braille Section has done mountains of work for California's students—brailing many, many textbooks for this state, and producing 15 to 25 copies of at least 16 of them in recent years. They've done much work for other states also, as well as brailing for many individual college students both here and abroad, in many subjects and in many languages. This kind of group achievement can come about only when somebody like Helena is there to keep the machinery "well oiled" and functioning smoothly.

So we offer a well-deserved tribute to Helena McBride, who has devoted so much of her life to a cause we all share. She exemplifies the spirit found in so many volunteers. We cannot honor you all at this time, but you can all feel honored in sharing this moment of tribute to one of us.

NORMA L. SCHECTER

WORKSHOP REPORTS

REPORTS FROM CONFERENCE XXVI (San Francisco, 1985)

(Workshops Nos. 104, 203, 205, 302, 404, 407, 506, 605, 609, and 803 are reported here. Other workshops were reported in the previous issue; the remaining reports will be published in the Winter issue.)

SELF-CONCEPT AS THE KEY TO LIVING SKILLS AND EARLY CAREER EDUCATION, Workshop #104
(Leader: Lynda Bardis, Chief, Office of Services to the Blind, State Dept. of Social Services;
Panelists: Paula Hess, Parent Program Participant; Dr. Frank Siccone, Dir., Siccone Institute, San Francisco.)

The purpose of the workshop was to describe the philosophy and content of the Early Career Preparation for Visually Handicapped Youth Program which was operated by the Office of Services to the Blind in 1982. The intent was to encourage educators to support the establishment of such programs throughout the state.

Ms. Bardis opened the workshop.

What is the essential factor that causes one person to achieve and another with the same basic circumstances to fail to create fullness and success in their lives? Training in living and vocational skills alone does not appear to be the answer. Too many handicapped people go from training program to training program and yet never become truly independent. How does the way in which children are raised contribute to their success or lack of it? What messages are communicated to children by the way in which they and their disabilities are perceived?

Going back into her own experience as a visually handicapped child, Ms. Bardis recalled common events. "I was always excused from normal levels of responsibility such as household chores, P.E. classes, etc. In addition to protecting me, my mother would frequently lose patience with my slowness and awkwardness in doing a task and grab it out of my hands with an exasperated, 'Oh, let me do it.' The message was: others can do it faster and better so why should I do it at all?"

All children perceive that they are smaller, weaker, and less knowledgeable and skilled than the bigger, stronger, more knowledgeable people around them such as parents and older children. The handicapped child is even more aware of the discrepancy. Each child deals with this idea in his or her own way. Two coping methods are common: to prove the world wrong and succeed or prove the world right and fail.

We have many examples of blind and visually handicapped people who have chosen the former, such as Helen Keller, Stevie Wonder, etc. This behavior cannot be criticized as negative as it produces positive results for the individual and all of society, but it is less than ideal to live one's life always trying to prove something. Most usually, when this condition exists, the person can never satisfy himself/herself that enough has been proven.

Those persons who choose the second mechanism have internalized the notion that they are not good enough, not responsible, not complete. When all of a person's experience has communicated the message "You are not good enough," it is not enough simply to say, "you can do it." The early messages must first be neutralized. How can we establish a strong positive framework within which to teach ADL and prevocational skills? If the person's entire self-concept is based on inadequacy, he or she will continue to live that out no matter how many skills are taught.

Dr. Siccone then described his methods for enabling people to shift from a context of inadequacy or irresponsibility to one of personal power. He began by telling the story of the wise old man whose disciples always asked him for knowledge. Each time he would go to a huge book, turn to a page, and tell them a truth. When he died they rushed to the book to learn all the wisdom of the universe. The book was blank except for one page which said, "You will have wisdom when you learn to distinguish between the container and the content." The content takes on the shape of the container, as water in a pitcher becomes the shape of the pitcher. Put the same water in another container, a bowl or a glass and the water takes the shape of these. The events of our lives have no inherent meaning. They take the shape that we, the container, give them. For example, losing one's job could be viewed as a disaster or a wonderful opportunity for change and

freedom. Having a handicapped child or being a handicapped person could be a terrible circumstance to be hated and lamented or it could be an opportunity to achieve. The way in which we view or perceive the events of our lives gives them meaning and yet we don't realize that we are assigning these values.

In the ECVHY Program, parents received a weekend of intensive training directed at enabling them to shift their perspective about having a blind child from negative to neutral and to take responsibility for creating a context in which their children could view themselves as complete and wholly responsible for achieving successful results in their lives.

Parents saw how the attitudes and points of view that they hold about having handicapped children affect their own child raising techniques and the developing self knowledge of their children. The parents' participation was crucial because they are most responsible for establishing a context for their children. Then the youths received a weekend of intensive training in which they learned how to take responsibility for their lives. Both parents and youths participated in several followup trainings. Additionally, the other two components of the program took place with intensive parent involvement. Two daily living skills teachers went to the homes of student participants and

taught them ADL according to their individual needs. They also taught their parents both that the students were capable of learning to do many things for themselves and how parents could assist and support them in learning these skills.

The third component, work experience, consisted of the youths spending the summer working part-time at places such as clothing stores and pizza parlors.

Mrs. Butwell, one of the program's parent participants, told of her experience in the program. She said that she had spent her life seeking out programs for her son and that he participated in every kind of program available. Always in these programs, the key factor was missing. She had not fully realized before that she was responsible for her own interpretation of her experience and that she had options in how to view the events of her life. She particularly benefited from sharing this option and new awareness with other parents instead of the more usual sharing of "problems". She indicated that she wished that this kind of support were available on an ongoing basis.

Dr. Siccone concluded the program by offering to make available to teachers and parents video tapes of parent trainings that he had conducted for various school districts.

LEARNING TO LOOK—A CRITICAL COMPONENT OF MOBILITY PROGRAMS FOR THE MULTI-IMPAIRED, Workshop #203

(Leader: Cathie Humphries, Itinerant Teacher of the Visually Impaired, Burnaby, British Columbia;

Panelist: Pete Wurzberger, Professor Emeritus, Dept. of Special Education, San Francisco State University.)

There are more multi-handicapped, motor impaired—visually impaired, cortically blind, and environmentally deprived children in our preschool population than we had estimated.

The parents and teachers of these children are demanding better medical services of all types to diagnose and prescribe remediation for what may be impaired motor response to visual input.

Physical problems often mean some visual impairment. This could be due to early neurological insult (trauma, infection).

If a student is in a wheelchair and has some head or neck dysfunction he/she cannot lift the head to get the eyes in a position to see

well.

If the reason the child doesn't see is the result of not looking then we change the environment. Keeping the head up on a visually impaired child is important. A soft collar may be used to keep the head up in a more normal position.

Often, institutionalized visually impaired persons grow up having never been outside of the ward or grounds on their own.

There is usually some type of medical assessment but it is often inadequate when compared to that given to other populations. Medical people virtually never get to know the severely mentally retarded blind. The patient cannot actively participate in the medical exam.

A good low vision assessment is usually not given to this population or at best the test is inadequately administered because of the non-communication between tester and patient.

In eye examinations administered to the multiple handicapped-visually impaired person it is usually found that optic atrophy of some degree exists.

If the optic disc is chalk white the patient is usually blind. If the optic disc is pale in color there could be some useful remaining vision. There are alternate pathways in the visual system that can be used in place of a damaged or atrophied portion of the vision system.

When going to an ophthalmologist either as a parent or teacher accompanying a visually impaired child or adolescent there are several items to remember to make the process a positive one.

A. Learn the ophthalmology game—use at least six terms correctly in the first few minutes of conversation.

B. Go prepared.

C. Don't over-expect.

When doing a functional vision assessment make sure that environmental observation comes first.

If eyes aren't tracking on near objects forget about testing tracking on far objects. Check for optokinetic nystagmus, using a drum with alternating black and white stripes. Various types of brain lesions may be detected with this procedure.

Another procedure that is used is called preferential looking. There are two screens

in darkened room and pattern is switched from one screen to another. Observer is checking eye movement during pattern switching from one screen to another.

Fundus evaluation is extremely important in an eye exam. The pupil of the eye should be dilated and fundus evaluated and refraction measured.

In doing a good environmental observation of a multihandicapped-visually impaired person it is suggested that a videotaping of the observation be done. The camera should have the environment and the subject within the "field of vision" of the lens so you can go back and check in a thorough manner what transpired.

A. Did the visually impaired student look at what he/she was eating?

B. Did he/she look at the TV? When? At period of great movement on screen or at louder sound?

C. Does student look across environment?

Videotape is especially important during mobility lesson. Mobility instructor is usually too busy with safely monitoring, etc., to watch for student's visual scanning and reception.

Remember you can change the status quo for the so-called cortically blind. Make sure they receive services that are appropriate both academically and medically. See if the behavior is consistent with medical diagnosis.

In eliciting response from a cortically blind student try to use various items which are important to the visually impaired person, such as a black and white Panda bear.

TEACHING TRANSCRIBERS, Workshop #205

(Leaders: Norma L. Schecter and Elizabeth Schriefer, CTEVH Literary Braille Co-Specialists)

Various teaching techniques and teaching aids were discussed, as well as various instruction manuals currently in use. Some of those in attendance had been teaching for quite a while, but others were fairly new in the field, so there was a lively interchange of ideas and suggestions.

Although all those present are teaching on the Perkins brailier, it was felt that it is definitely advantageous to teach the use of the Perkins 40-cell Correction Slate. (Because of the

increased price, some groups lend slates to their transcribers rather than require their purchase.)

It was pointed out that braillists are frequently expected, by the general public, to be knowledgeable about the needs of the blind, so a sheet was distributed that one teacher uses as a beginning introduction to "Resources for the Blind" that goes right along with her braille teaching.

Proofreading techniques were mentioned as a vitally important part of the learning of braille transcribing. Two proofing aids were shared, which can be made easily and at very little cost. Also, place-keepers were discussed, as well as sources of "Flexible Magnet" and "Magnetic Paper."

BRAILLE MUSIC FORUM, Workshop #302

(Leader: Georgia Griffith, Chairman, Music Committee, NBA; Consultant: Bettye Krolick, Music Technical Committee, NBA)

The advanced music braille workshop began with an introduction of the nine participants.

Next, a simulated braille example of a very difficult vocal score was used to explain print pagination, running heads, alignment, elided vowels, slurs between in-accords, slurs between hands, irregular grouping, and repeats.

A question was asked about contractions in foreign titles. According to Paragraph 400b in the 1975 AMERICAN ADDENDUM, English braille contractions should be used in foreign titles in English publications.

The group's attention was called to a very interesting repeat: an irregular group of six

Mr. Richard Evensen, from NLS (The Library of Congress), joined the group, and gave a brief update on the progress of the newly revised edition of the MANUAL FOR BRAILLE TRANSCRIBING, saying it should be ready in May and can be ordered this summer for the Fall classes.

notes that repeated in several octaves. These repetitions were represented by dots 2-3-5-6, preceded by the appropriate octave mark.

An intricate measure containing stem signs, accumulating arpeggios between hands and irregular grouping was explained.

Bettye Krolick then presented the new vocal examples in simulated braille ready for participants to paste in their Spanner manuals. These will be very helpful to transcribers while the new manual is being prepared.

Bettye also presented simulated braille copies of the NBA Braille Music Format Folder to the participants.

HIGHLIGHTS OF BRAILLE MUSIC NOTATION, Workshop #404

(Leader: Georgia Griffith, Chairman, Music Committee, NBA; Consultant: Bettye Krolick, Music Technical Committee, NBA)

The workshop for beginners in braille music started with introductions of the eight participants.

Since several of the participants had no knowledge of braille music, the discussion began at the very beginning, with formation of notes and note values.

Next we discussed accidentals, time and key signatures, octave signs, fingering, hand signs, repeats, barlines, and alignment. A familiar tune was presented in braille for the group

to read. They were unusually quick to recognize the tune.

A question was asked about accidentals. If a key signature has a flat, will placing a flat before a note make it double-flat? The answer is no!

A short, original solo was then presented and Single Line format was discussed.

Bettye Krolick then discussed various formats.

VISION STIMULATION WITH BLACK LIGHT, Workshop #407

(Leaders: Lucille Burgess, Teacher of the Visually Impaired, David Dibble, Orientation and Mobility Instructor, Oakland Unified School District.)

Lucille Burgess spoke on adopting curriculum and materials while David Dibble stressed safety factors and general principles of vision stimulation.

The presentation of this workshop coincided with the release of the kit, BRIGHT SIGHTS; LEARNING TO SEE from the American Printing House for the Blind (APH). Mr. Carl Lappin of APH was present to answer questions concerning the kit and its use. Both the new kit and materials used in the Oakland program were displayed under black light giving a dramatic glow to the conference room.

Burgess described her work during the past five years using black light with multihandicapped students at the Whitton Center for the Orthopedically Handicapped and the Development Center for the Handicapped in Oakland. She presented six case studies in some detail and stressed the importance of the positioning of the student and the materials that fluoresce under the black light. She presented materials that she had collected including toys that moved in fascinating ways. She stressed the fact that the student never looks directly at the source of the black light but only at the toys or educational material that glow in bright colors.

Burgess said, "Children with low vision often have trouble with figure-ground—that is, it is difficult for them to focus upon an object when the background gets involved. In the use of black light as a light source, all or most of the distracting background stimuli are wiped out and only the exaggeration of the critical features from which the children learn remains. The teacher plans it so that the figure or object to be looked at is of the fluorescent colors which can be picked up under the black light. The child can thus be taught HOW to look."

She pointed out that it would be well to start out with black light in a completely dark room when beginning work with the child. More and more visible light can be introduced until the child is working under normal light alone. The fluorescent paint will still appear very bright on the materials presented.

During training sessions under black light, Burgess noted, her students made responses different from those usually exhibited. Whereas they had been passive and non-responsive or distractable and hyperactive, in black light they demonstrated a longer attention span,

explored the materials present and followed objects held in their hands. With the increased focal attention it appears that a transference of learning takes place under normal lighting conditions.

Dibble described experiences with black light since he got his first small incandescent ultraviolet, UV, lamp as part of a mineral science kit for children in 1939. He pointed out that black or UV light is a part of ordinary sun light and most indoor lighting. Its use is also common in entertainment and in such museum displays as mineral collections.

Dibble then addressed the question of safety. He pointed out the well known dangers of exposure to large amounts of UV at high altitudes or for long periods in the snow or with bright sunlight light reflected from sea or sand. UV causes sunburn and snow blindness (which is like a sunburn of the corneal epithelium).

Dibble pointed out the section on safety in the APH manual and noted that the light used by Burgess had two 15 watt bulbs (GE F15T8/BLB) which is the same wattage as the lamp provided by APH. Dibble uses a lamp with a single 15 watt bulb which he demonstrated. He also demonstrated a portable lamp with a six watt bulb which he demonstrated. He also demonstrated a portable lamp with a six watt bulb (GE F6T5/BLB). Dibble mentioned that he would like to see more research and information on the effects of small amounts of black light.

Several types of sunglasses that filter out most of the UV light were demonstrated and a nearly clear lens, UV 400, was mentioned as being recommended by some optometrists. Goggles can be used so that practically no UV light reaches the eye while viewing objects that are brightly fluorescing under the influence of the black light.

Both Burgess and Dibble showed other vision stimulation lights including the APH "flicker light" and a special light board that she had made that gives off colored lights in a non-rhythmic sequence. They also discussed how black light stimulation relates to the general subject of vision stimulation and visual efficiency training.

All the parts of the APH kit, in addition to the teacher-made materials brought by Burgess and Dibble were shown and demonstrated.

THERE HAS GOT TO BE A BETTER WAY, Workshop #605
(Leader: Marian Wickham, CTEVH Large Type Specialist)

Finding large type typewriters or computers with printers capable of producing large, heavy type was discussed. At present, the only 18-point, 6-pitch typewriter being produced in this country is the standard IBM being reconditioned and fitted with bold, large type by Data Display Systems, Inc., 2240 Colby Ave., Los Angeles, CA., 90064. Some dealers may have a Smith-Corona, Facit, or Olympia still on hand.

Several of the electronic typewriters readily available have 12-point type which could be used by some of our students, but is too small for most. There are a few firms which produce elements of "daisy wheels" with large characters—but can fit only 21 or so on a wheel, I don't see that these can be of any value to us as transcribers.

Ribbons (silk or nylon) can be re-inked easily for long-term use to cut cost. (Write to L.T. Specialist if interested.) Carbon ribbons produce a sharp, black type, but is usually not heavy or thick enough for many students.

A survey was taken before conference concerning the faults/strong points of the various copiers in use around the state, of preparing copy, and of binding/storage of masters. This Specialist is grateful to the agencies, guilds, and school personnel who returned the questionnaires and who brought samples of their work to the workshop. Results: The Xerox 1035, the Canon, or Minolta copiers rarely break down, most schools/guilds receive prompt service from the vendor, several school staffs felt they did not receive sufficient training on the use of the machine and were not told how to clear paper clogs, some staffs were not informed of additional cost to be assessed after the maximum number of copies covered in the contract were exceeded. As a whole, all copiers are producing reams of good copy. A good chuckle was enjoyed when one Transcriber (who shall remain nameless) demonstrated the "Xerox rhumba"—the movement necessary for holding a textbook down flat on a copier with a movable platen.

Most of the materials being copied are expendable. Many machines copy pictures quite well. But when a good copy cannot be made, a transcriber's note is inserted directing the student to have a reader explain the picture or drawing. Be sure that the transcriber's note is at the reading level of the student.

A few guilds/agencies have binding equipment for saving masters, but most use a file drawer or loose-leaf binders. Oakmont shared the address of their supplier of plastic chicken, turkey, and pigeon rings, which many of us use for inexpensive binding of short-use materials: National Band and Tag Company, 721 York Street, Newport, KY, 41072.

Many dittos present problems in copying. Some can be covered with a light yellow filter sheet (any clear plastic) which turns the purple print darker. Copy first on "dark" to bring up the print. Then copy "light" to take out the gray background. For publisher's ditto masters with the answers already filled in, I know of no other way to use these except to make a copy and then use correction tape to cover answers. Copy again for the student copy. Anyone have suggestions? (Suggestion: find some volunteers to do the long and tedious taping.) One way to copy very complicated dittos where there is no print side (just the inky side) is to make the first copy on an 8 ½ x 11" plastic transparency sheet (overhead projector transparency.) Then flip the plastic over and copy it on paper. Saves hours of hand drawing or enlarging. Check with the copier technician on the use of transparency sheet in your particular copier.

For "editing", T-notes, scribbling directions on master copy which will not show on student copy, try a sky-blue (very pale) colored pencil or a water-base high lighter felt tip pen—a very good way to keep a record of what you've done previously.

SOFTWARE PROGRAMS FOR USE IN THE CLASSROOM, Workshop #606

(Leaders: Susan H. Phillips, Dir. of Development, Sensory Aids Foundation; Jackie A. Wheeler, Telesensory Systems, Inc. Panelists: Jill Patton, Teacher of the Visually Impaired, San Francisco; Sue Mendiara, Resource Teacher, San Bruno.)

Susan Phillips discussed the results of the year-long project funded by the U.S. Dept. of Education to develop talking software for blind children. A slide presentation of the 15 visually impaired children participating in the study was shown. A video tape showing three typing and spelling programs also was shown. The highlight of her presentation was a demonstration by Michael Wong, a partially sighted fourth grade student at Lawton School of the typing program. Michael learned how to type using this program last year. He was very successful, going from 0 words per minute

to 19 words per minute in only four months.

Jill Patton presented information on commercial software that can be used by partially sighted students using a color monitor.

Sue Mendiara reviewed her experience participating in this project last year. Sue also reported that she has information on public domain software that can be used with the Echo II Speech Synthesizer. The software presented during this workshop contains three programs: typing, spelling, and language programs.

NBA TAPE RECORDING LESSONS, 2ND EDITION, AN INTRODUCTION, Workshop #609

(Leader: Leslie Burkhardt, Recording Coordinator, Braille Institute CTEVH Recording Specialist)

The newly revised National Braille Association Tape Recording Lessons provided an ample feast of ideas for the 1985 tape recording workshop. The goals and format of the booklet were examined, as were key exercises in punctuation, pronunciation, footnotes, math, and diagrams. Only highlights for each lesson will be reported.

Lesson One: Recording. Recording mechanics were briefly discussed in the workshop. Equipment should be thoroughly understood and easily operated by the recording transcriber. Rather than assuming that all is well, machinery operations should be checked at the beginning and throughout each recording session. No matter how good the narration is, the transcriber's mechanical abilities will determine the quality of the final product.

Lesson Two: Punctuation. At the workshop, the paragraph in the first exercise of this lesson was read aloud. Initially, it was read without guidance from written punctuation; then, it was read a second time with punctuation marks added. The relative ease in conveying meaning in the punctuated paragraph emphasized the importance of using written punctuation as the framework for verbal punctuation. In the exercises which followed, the verbalization of punctuation, such as quote marks, italics, ellipsis, and parentheses, was examined. Using the Tape Recording Manual as a guide, the value of accuracy, versus the distraction factor of verbalizing punctuation, was weighed for each exercise.

Lesson Three: Pronunciation. The two targeted skills in this lesson were the ability to recognize words that are unfamiliar, and then, to use the dictionary pronunciation key to determine their correct pronunciation. Workshop participants were asked to find reasons behind some commonly mispronounced words in the lesson. The overall reason for mispronunciations was the assumption that words in the English language are phonetically spelled. Other obstacles include unfamiliar derivations of familiar words (maniacal), foreign words (bourgeois), and words that are habitually mispronounced (mischievous). To practice dictionary skills, workshop participants were asked to pronounce phonetic representations of words, without knowing the regular spelling or the meaning of the word ('sud- n-,im).

Lesson Four: Footnotes & Bibliographies. The importance of spelling was stressed over the relative unimportance of trying to find pronunciations of numerous and obscure proper names in footnotes and bibliographical listings. The Tape Recording Manual was used to expand Latin abbreviations in footnotes, and periodical-related abbreviations in bibliographies. Many of the exercises involved choosing the proper location in text to read footnotes. Using guidelines in the manual, locations were chosen which were as close to the footnoted material as possible, without unduly disrupting the flow of the text.

Lesson Five: Numbers are for Everyone. At the beginning of this lesson, information on summation equations, matrices, and accounting formats, which supplements the information in the Tape Recording Manual, was introduced. In the exercises, the importance of verbal phrasing in conveying math equations was demonstrated. Three things were noticed when workshop participants attempted to form equations from answers read at the end of the lessons. Fractions were carefully verbalized in the answers to avoid misinterpretation (e.g., "one plus two over three" could be interpreted as $1+\frac{2}{3}$ or $\frac{1+2}{3}$). The system of verbalizing the symbol (as "paren" rather than "open paren" may be confusing to the beginning math student, but should be retained for reasons of brevity in more advanced texts. Lastly, in exercise six, we found that the end of square root quantities should be verbalized to insure that

the reader knows the limits of the square root.

Future TCT recording articles will focus on Lesson Six: Charts, Tables and Graphs; Lesson Seven: Illustrations and Diagrams; and details in Lessons One through Five.

In the final analysis, the transcriber uses three primary skills to record these lessons correctly. He learns to read and apply instructional material at the beginning of each lesson to complete the exercises within. He uses reference materials, like the Tape Recording Manual and various dictionaries, to become familiar with procedures and pronunciations. Most importantly, he becomes aware of his own capabilities and limitations; he will learn to exercise caution in assessing the extent of his own knowledge. Once these skills have been introduced in the lessons, the transcriber can apply them to subsequent recording projects.

BRaille TRANSCRIPTION BY HOME COMPUTER FOR ADVANCED USERS, Workshop # 705

(Leader: Bettye Krolick, Chairman of Automation, NBA; Panelists: Lou Ella & Norman Blessum, Diann & Ken Smith, CTEVH Computer Assisted Braille Co-Specialists.)

This workshop was for people already using Ed-It for Apple computers or Micro Braille for IBM PC and Compaq or Columbia computers. Transcribers using Micro Braille met with Lou Ella and Norman, while those using Ed-It met with Bettye, Diann, and Ken.

ED-IT USERS

Several transcribers mentioned a problem with strange things happening during the embossing operation: characters are embossed that do not show on the screen, lines are skipped, etc. Bettye explained that this is caused when a transcriber inadvertently hits a control key along with a letter. Robert Stepp has written a program called "Embosser" which ignores control characters. This program is available from Prof. Stepp, P.O. Box 5002, Champaign, IL 61820. This program will also emboss all files at once from a disk and is useful to output centers. Transcribers are cautioned not to use the control key with the Ed-It program.

Shortcuts to locating and correcting errors were given, and the process of modifying several lines at once was demonstrated. When corrections have changed line lengths in a paragraph, the

entire paragraph can be joined and redivided at word boundaries. Directions for doing this (and the other features demonstrated) were given to participants. Setting tabs was demonstrated as well as its use in adjusting pagination. Part of the handout shows a very convenient way of "automatically" inserting running heads and incrementing textbook and running page numbers. This is done through a set of commands put into a "formula" by Elinor Savage. This formula was demonstrated, and other transcribers were encouraged to share formulas they develop through use. The Output and Read-in commands were demonstrated for use in combining files or in preparing new title pages, special symbols pages, etc., for each braille volume of a transcription. To receive the handout, send a self-addressed, stamped envelope to Bettye Krolick, 724 Powderhorn, Fort Collins, CO 80526.

MICRO BRAILLE USERS

Transcribers mentioned they had problems with files not appearing on the directory display. This happens when, for instance, a period is used in the filename. When making files with the Micro Braille Program, you can use ONLY

letters, number, hyphens, or dashes. You CANNOT use periods, spaces, asterisks, parentheses, etc., because punctuation is used as command for something else.

It was demonstrated how you have only to braille your preliminary pages once, and yet have a separate file for each Volume. By calling in the Preliminary Pages File that you made for Volume I, you can SAVE to a new filename.

VOLUNTEER GROUPS, Workshop #803

(Leaders: Elizabeth Schriefer and Norma L. Schecter, CTEVH Literary Braille Co-Specialists; Lois Baskerville, Chair, Northern Nevada Braille Transcribers.)

Although this workshop was geared primarily for transcriber groups, most of the discussion would have been applicable to any kind of volunteer group.

All the group leaders had been instrumental in forming one or more volunteer groups, so were able to share their varied experiences. There was some discussion about the need for a group, rather than individual volunteer efforts. Legal requirements for incorporation were discussed, and it was pointed out that incorporation as a non-profit corporation is required if the group is to be free of paying taxes, but that is not sufficient. State and Federal forms need to be filled out, both for that purpose, and also for the purpose of providing tax-deductible status for those who wish to donate to the group.

Many groups have modelled their constitutions and bylaws on similar groups, modifying them as necessary. It was advised that an attorney's help can be invaluable in the incorporation process, and most areas have at least one attorney who will do it on a volunteer basis.

Your File for Volume I will be listed on the directory along with the new File for Volume II preliminary pages. You can then go in and re-edit the Title page information and add or delete any pages not needed for Volume II.

How to lift lines from one page to another and still retain the format (as in a table with columnar material) also was demonstrated.

Lois Baskerville shared the attractive presentation certificates used by Northern Nevada Braille Transcribers, on golden-yellow braille paper with ornamental borders and handsome calligraphy interlining the braille inscriptions.

Fund-raising was discussed, including how to interest service organizations in contributing to your group (one or two enthusiastic speakers with lots of show-and-tell materials, braille alphabets, brailled name-tags, etc.)

Recruiting of new volunteers is always a problem. Most of the participants had better luck with publicity in small local-area newspapers, rather than big-city papers. A notice in church bulletins is an excellent way to attract volunteers. Exhibits can be set up in public libraries.

Time did not permit us to go into the very serious problems of membership retention, how to create and support enthusiasm on an on-going basis, meeting programs, and methods of honoring the group's outstanding volunteers on a regular basis.

EXECUTIVE BOARD 1985-86

President: ROBERT DODGE 65 Linaria Way, Menlo Park 94025
Vice-President: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Secretary: LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer: DONNA COFFEE 2926 Cornell, Viasalia 93277

BOARD OF DIRECTORS

JEAN ADAMS 152 Hamilton Ct., Los Altos 94022
C. ROBERT CALHOUN 3401 Clairemont Dr., Whittier Center, San Diego 92117
ROBERT ELFORD 4097 39th Ave., Oakland 94619
JIM FISHER 760 E. Robinwood, Fresno 93710
LIL GARDNER 7046 Park Manor Ave., North Hollywood 91605
LAVON JOHNSON 4719 Crestwood Way, Sacramento 95822
ROSE KELBER 538 W. El Morado Ct., Ontario 91762
JOAN S. LEVY 339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON 3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON 114 Peony Ct., Fremont 94538
MARIAN WICKHAM 1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE 2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR (ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR (ex officio) 721 Capitol Mall, Sacramento 95814

CTEVH SPECIALISTS

BRAILLE

Computer Assisted: LOU ELLA & NORMAN BLESSUM (805) 492-1003
(South) 955 Camino La Maida, Thousand Oaks 91360
DIANN & KEN SMITH (415) 968-7595
(North) 1900 Orange Tree Lane, Mountain View 94040
Literary: NORMA L. SCHECTER (714) 536-9666
8432 Northport Dr., Huntington Beach 92646
ELIZABETH SCHRIEFER (916) 486-9242
751 El Encino Ave., Sacramento 95864
Mathematics: LEAH MORRIS (213) 274-3443
3928 Sunny Oak Rd., Sherman Oaks 91403
Mathematics and
Computer Notation: JOYCE VAN TUYL (415) 962-9494
854 Jordan Ave., Apt. E, Los Altos 94022
Tactile Illustration: JANE CORCORAN (415) 851-2122
400 Old La Honda Rd., Woodside 94062
Textbook Format: BILLIE ANNA ZIEKE (714) 776-6754
2115 W. Judith Lane, Anaheim 92804

LARGE TYPE AND ENLARGED DRAWING

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015

RECORDING

LESLIE BURKHARDT
Braille Institute
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Historian: MAUREEN REARDON

Membership: LIL GARDNER

CTEVH LIFE MEMBERS

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Maxine Dorf
Paul Furnas
Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood

Russell M. Kirbey
Rose Kelber
Bernard M. Krebs
Bettye Krolick
Mabelle McMahon
Diane Meyer
Leah Morris
Miriam Nelson
Evelyn Olgiati
Estelle Palm
Lila Queen

Barbara Blatt Rubin
Norma L. Schechter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Fred L. Sinclair
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN & KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

DISTINGUISHED MEMBER

1984 FRED L. SINCLAIR

CTEVH CERTIFICATES OF APPRECIATION

1974 VOLUNTEERS OF VACAVILLE
BRAILLE INSTITUTE OF AMERICA
1975 ESTHER FOX
MARIE ERICH
1976 NORMA L. SCHECTER
1977 BOB DASTEEL
DONN SPENCER
1978 MARY DEGARMO
BETTY BRUDNO
EVELYN OLGATI
1979 RUTH S. LOWY
1980 ETHEL SCHUMAN
DIANE MEYER
1981 CARL LAPPIN
1982 BARBARA BLATT RUBIN
BILL BRIGGS
MICHAEL LANDON
1983 AIKIN CONNOR
CAROLYN "CHRIS" MACKEY
1984 BERNARD M. KREBS
JANE O'CONNOR VERHAGE
1985 SYLVIA CASSELL
ELIZABETH C. SMITH

SPECIAL RECOGNITION

1985 BOB DASTEEL

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues: \$8.00 (U.S. Funds) New ☐ Renewal ☐ Life Membership (\$150) ☐
Katie N. Sibert Memorial Scholarship Fund ☐ \$____. Make check payable to CTEVH.
NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

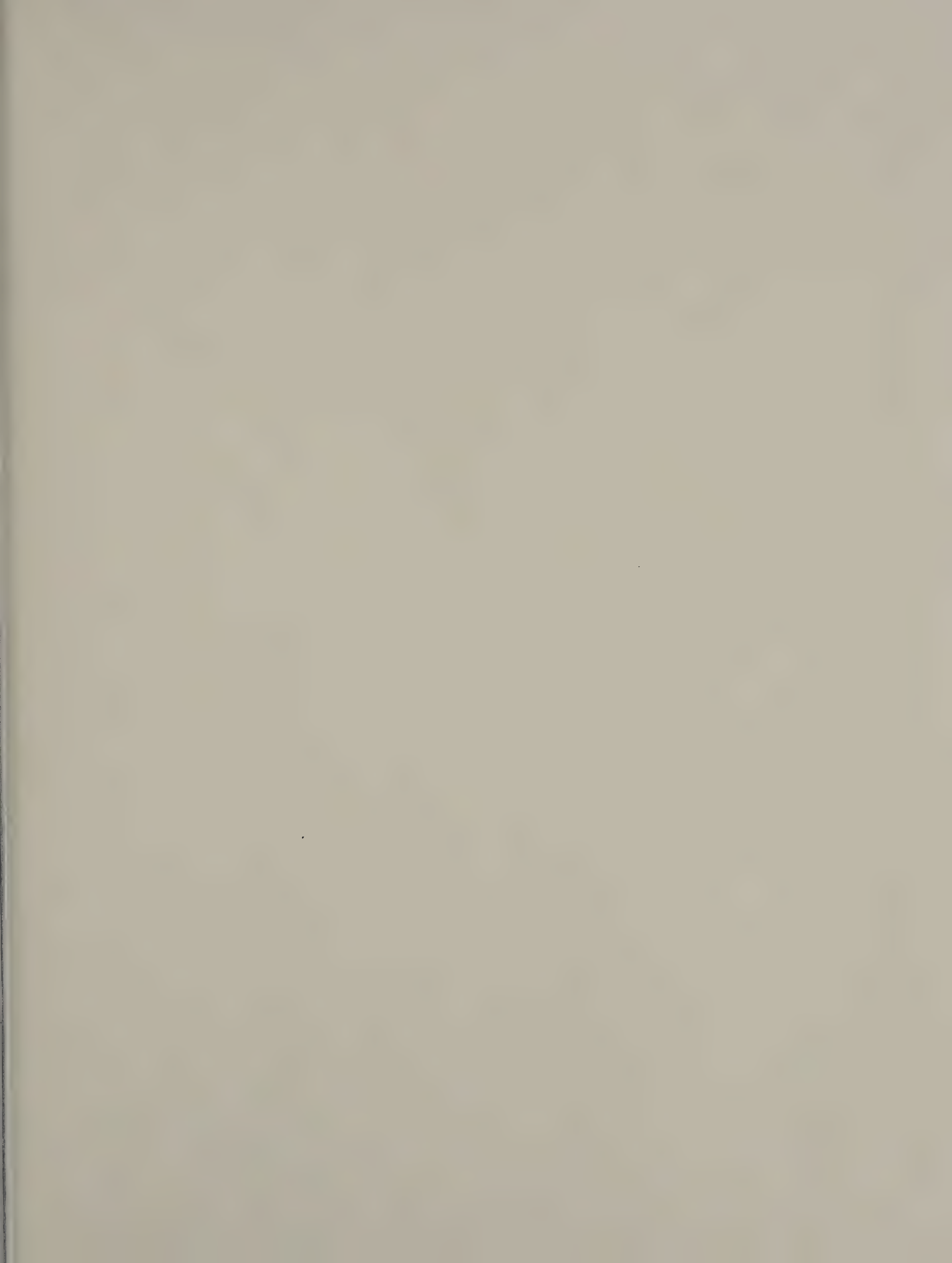
CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVE.
LOS ANGELES, CA 90029

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!



3/15/2013

T

286511 5 13

00



HF GROUP - IN



**M.C. MIGEL LIBRARY
AMERICAN PRINTING
HOUSE FOR THE BLIND**

SUMMER

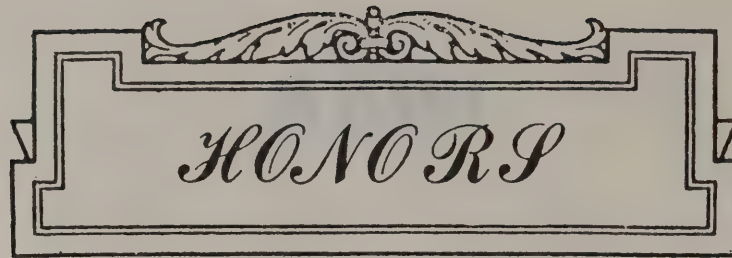
1986

**THE
CALIFORNIA
TRANSCRIBER**



The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

HELEN COLVETT, Petaluma Braille Transcribers
GLORIA RUSSELL, Monterey Braille Transcribers
HELEN STANGER, Petaluma Braille Transcribers

(FROM UPDATE)

DIXIE L. JOHNSTON, Rancho Cordova
RENEE MARIE SCHMIDT, Santa Clara
ELIZABETH A. SHIBATA, Mill Valley
THERESA JEAN YEOMANS, Napa

SPECIAL RECOGNITION

KINGS TAPE LIBRARY FOR THE BLIND was awarded a Certificate of Appreciation from the Fresno Library (Blind and Handicapped Service) for 139 hours of volunteer work in 1985

New members of the Million Foot Club of the Volunteers of Vacaville are: **KEN SLAVNEY**, Coordinator and Reader Supervisor, and **STEPHEN JOHNSRUD**, Staff Reader.

Braille Transcribers, Sacramento North Area, honored their three eldest members at a surprise luncheon in May; gifts and certificates were awarded to: **LOUISE FUQUA**, **LEE PRIEGNITZ** and **JOY NOYES**.



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

SUMMER 1986

VOL. XXX, NO. 2

INSIDE STORY

PRESIDENT'S MESSAGE	Jane Corcoran	34
LETTER TO THE BOARD	Bob Dodge	34
COMPUTER GRANT PROJECT		34
HANDS-ON COMPUTER WORKSHOP		35
CONFERENCE XXVIII		36
BRAILLE TRANSCRIBING:		
WHENCE AND WHITHER?	Norma L. Schechter	37
BRAILLE INSTITUTE PAYS TRIBUTE TO CTEVH		38
GIFTS AND TRIBUTES		39
IN MEMORIAM, CARL WELLINGTON LAPPIN		40
REMEMBRANCES OF CARL LAPPIN:	Sheri Moore	41
	Mary Nell Council	41
	Fred L. Sinclair	42

GENERALLY SPEAKING

BLIND ALSO CONTRIBUTE TO		
REAGAN "DEFENSE" EFFORT		43
THE VOLUNTEERS OF SOLEDAD		
BLIND PROJECT	Norm Thompson	43

OUR SPECIALISTS SAY

THE UBIQUITOUS VERTICAL BAR	Joyce Van Tuyl	44
LITERARY BRAILLE	Norma L. Schechter	45
RECORDING TRANSCRIBER:		
HANDLE WITH CARE	Leslie Burkhardt	48
MORE ABOUT THE NEW MANUAL	Elizabeth Schriefer	49
MICRO BRAILLING	Lou Ella & Norman Blessum	50
STIMULATING SIMULATING	Diann & Ken Smith	51
LARGE TYPE	Marian Wickham	52

SACRAMENTO FILE	
NEWS FROM CDHS	53
CAPITOL CORNER	53
NEWS OF GROUPS (EDITED BY JULIE CORMIER)	
GROUP ACTIVITIES	55
INTERESTING TRANSCRIPTIONS	56
NEW OFFICERS/ADDRESSES	57
CTEVH CONFERENCE XXVII	
SEEN AT CONFERENCE	59
1986 CONFERENCE REPORT	60
WHAT NEW TECHNOLOGY MEANS . . . Bettye Krolick	61
CTEVH CERTIFICATE OF APPRECIATION: SALLY MANGOLD	
Aikin Connor	66
WORKSHOP REPORTS	
MICRO BRAILLE PROGRAM USERS, #101/201	67
THE BEGINNING BRAILLE MUSIC TECHNICIAN, #105	68
FEELINGS: THE KEY TO THE FUTURE, #307	69
VOLUMING A BOOK IS FOR, REALLY, #308	70
ORIENTATION AND MOBILITY INSTRUCTION: NOT ALWAYS ONE-TO-ONE, #309	71
PROJECT WORKABILITY, #310	72
COMPUTERIZED BRAILLE TECHNOLOGY ON A LARGE SCALE:	
ONE STATE'S SUCCESS STORY, #401	73
BRAILLE OR PRINT: SELECTING THE MOST APPROPRIATE MEDIUM, #407	74
EDUCATIONAL NEEDS OF VISUALLY IMPAIRED PUPILS:	
FUTURE SERVICE DELIVERY OPTIONS	75
BAY AREA MODEL DEMONSTRATION PROGRAM FOR VISUALLY IMPAIRED	
INFANTS AND THEIR FAMILIES, #605	76
LOW INCIDENCE DISABILITY ADVISORY COMMITTEE PUBLIC HEARING, #704	77
OPTACON TEACHER WORKSHOP AND EXCHANGE, #705	78

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: DOROTHY JOE

BRAILLE TRANSCRIPTION: DORIS PONTAC

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

MAILING: BILL BRIGGS, DON WHITE

EDITORIAL BOARD: BARBARA BLATT RUBIN, ELIZABETH SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1986 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR

CTEVH PUBLICATIONS

721 CAPITOL MALL

SACRAMENTO, CA 95814

INSIDE STORY



PRESIDENT'S MESSAGE

The last few years have seen the members of CTEVH leap wholeheartedly into the world of modern technology. Our exhibits and our workshops at conferences involve a dizzying array of advanced technology for the blind and for those of us who transcribe and educate. Transcribers, who just last year were content to continue brailleing on their Perkins, filled several workshops dealing with computer-assisted braille this year.

However wonderful modern technology is, it is of no use if there is no one to use it. A serious concern of all of us in the field of education of the visually handicapped is the lack of new, young transcribers joining our ranks. The many changes in society and especially in the role of young, married women, have had a very profound effect on all organizations that depend on volunteers for effectiveness at a reasonable cost. The CTEVH Board is exploring ways of making braille transcribing more attractive to today's young women. We are hoping that computer technology will help us with this.

Elsewhere in this issue of TCT you will read about the Computer grants we have obtained to place computers in the homes of transcribers. We are also planning to have regional training sessions in computer-assisted braille transcribing. If any of you have any ideas that might be used to attract new transcribers, please contact a member of your Board and let us hear about it.

Jane Corcoran
President, CTEVH

LETTER TO THE BOARD

I would like to express my appreciation for your support during my term as Board President. I was very apprehensive at the beginning and mostly pleased at the end. There were a few chores I just never seemed to be able to get to, such as appointing Specialists, but you seemed to understand or at least were tolerant of my plight. Your willingness to participate on committees was fantastic and all of you carried through on your commitments. Congratulations are in order.

CTEVH is an extraordinary organization and you are in charge of keeping the ball rolling. I'll always cherish the trust that you put in me and the friendships I have gained.

Again, I thank you!

Sincerely,
Bob Dodge
Immediate Past-President
CTEVH

COMPUTER GRANT PROJECT

CTEVH believes that computer-assisted transcribing may be the answer to the problem of an ever-dwindling pool of braille transcribers and the ever-expanding need for brailled material. Visually handicapped people are attending schools and colleges and are entering the work force in increasing numbers. The need for brailled material is unprecedented.

About a year ago, in order to introduce transcribers to the benefit of computer-assisted transcribing, CTEVH launched an ambitious project. A committee of Elinor Savage, Joan Levy, and Diann Smith set about to acquire as many computers as possible and place them in the homes of transcribers. We know that every transcriber who masters the art of brailleing on a computer will add immeasurably to the amount of braille that is now produced.

CTEVH was able to obtain grants totaling \$15,560.00 from the James Irvine Foundation, the Van Loben Sels Foundation, and the Mattel Foundation. Six Apple and six Tandy 1000 computers were purchased, which allows us to use two of the braille programs that have been written for computers. One of these programs (for the Apple) was written by Robert Stepp of Illinois, and the other (for the IBM-compatible Tandy) by our own Norman Blessum.

Computers have been placed with transcribers affiliated with the following groups: Braille Institute, Braille Services Guild, Beach Cities Braille Guild, Inc., Laguna Hills Transcribers, Inc., Pomona Valley Transcribers Guild, Sacramento Braille Transcribers, San Fernando Valley Braille Transcribers Guild, San Gabriel Valley Braille Guild, Sixth District Calif. State PTA Braille Transcription Project, Tulare County Braille Transcribers, Monterey County Braille Transcribers, Inc., and the Ventura County Braille Transcribers Association. These transcribers are all busily engaged in learning their new craft. They should be putting out hundreds of pages of braille very soon now!

At this writing an additional \$10,000 has been received from the Weingart Foundation, and another \$5,000 has been promised from the Dreyfus Foundation. We shall soon be looking for more transcribers to begin working on the computers that will be purchased with these funds.

Any transcribing group that does textbooks may nominate a member for consideration. The nominee must be a member of CTEVH, must have a Library of Congress certification (give date of certification), must do specialized transcribing (textbook, music, or mathematics), and should be a prolific transcriber. Please send your nomination, addressing the criteria listed above, to Jane M. Corcoran, 400 Old La Honda Road, Woodside, CA 94062. Please also specify which computer (Apple or Tandy) you would prefer to use.

CTEVH is proud to be able to help our transcribers in the newest field of technology. Our project is an on-going one, and we hope to have many more transcribers started on computers in the future.

HANDS-ON COMPUTER WORKSHOP FOR APPLE COMPUTER USERS

CTEVH, with the co-sponsorship of Braille Institute, will present a free hands-on Apple Computer Workshop using Robert Stepp's transcription program, ED-IT.

First Workshop: Getting acquainted with the Apple computer and the program.
Presenter: Diann Smith, CTEVH Computer-Assisted Braille Co-Specialist

Second Workshop: Returning beginners and other users.
Presenter: Elinor Savage, Chair, CTEVH Computer Fund Committee

By the end of the second workshop we should have a book completed and ready for embossing for students' use in September.

DATES: AUG. 5 and 21, 1986
TIME: 10 AM to 3 PM
ADDRESS: 11271 STANFORD AVE.
GARDEN GROVE

Because registration is limited, **you must contact** Billie Anna Zieke, 2115 W. Judith Lane, Anaheim, CA 92804. Phone: 714/776-6754.

CONFERENCE XXVIII

Twenty-eight! Imagine that! It's CTEVH's 28th Annual Conference coming up March 19-22 in Sacramento. Many of us remember the terrific conference we had in Sacramento in 1983 at the Capitol Plaza Holiday Inn. Well, it's there, again, next Spring.

Already, Daphne Kester, Conference Chair, is busy at work with her committee, making plans for another great Conference.

The theme, "Capitol-Eyes On Experiences", will focus our attention on sharing those experiences we have had in transcribing and teaching both recently and over the years. The play on words "capitol-eyes" for "capitalize" suggests not only the place where we will meet but an attitude that we should adopt. In this day of rapid technological change, we should remember that CTEVH represents an enormous store, or capital, of experiences that can help guide and enhance the new technological PROCESSES now at our command.

Members interested in organizing a workshop, presentation, or panel are invited to submit their proposals to Conference Chairperson:

Daphne Kester
Sacramento Braille Transcribers
2791 24th St., Room 7
Sacramento, CA 95818

DEADLINE FOR RECEIPT OF PROPOSALS: SEPT. 15, 1986

Although many different topics will be addressed in the conference, proposals which focus on the theme will be given special consideration. Formats may be workshop, single presentation, or panel presentation.

WORKSHOP PROPOSAL FORM

Title of Presentation/ Workshop: _____

Name of Proposer: _____

Position/Title: _____

Address: _____

Agency Affiliation (School District, etc.): _____

Business Phone: _____ Home Phone: _____

Type of Presentation: ____ Workshop ____ Panel Presentation ____ Single Presentation

Summary of the Proposed Presentation

Attach one copy of a brief description (200-500 words) of the proposed presentation to this form. If applicable, indicate other participants on the program and their roles. Include the following information for each: Name, employer, address, program role.

(Retain a copy of this proposal form and presentation summary for your records.)

DEADLINE: SEPT. 15, 1986

BRAILLE TRANSCRIBING: WHENCE AND WHITHER?

For some years a number of us have been increasingly concerned about the rapidly diminishing supply of braille transcribers. The total number of groups in California has been diminishing, and those groups which do remain are diminishing in numbers. Almost all of the community colleges, because of financial constraints, have dropped their class offerings in this field. And most volunteer instructors get tired of the long-term commitment of teaching, and would rather just braille.

In an effort to get at least a partial statistical picture, a questionnaire was circulated at some workshops at the recent CTEVH Conference. We have no way of reaching all of California's braillists, but you may be interested in the results of our sampling.

Total samples: 75. Number certified by the Library of Congress: 60. Years of braille experience:

Less than 5:	18	
5-10 years:	15	
10-15 years:	8	
15-20 years:	24	
Over 20 years:	9	(including one 25, three 28, one 30-year veteran)

Transcriber's age:

Under 50:	18
Over 50:	53
Didn't state:	4

Number of paid transcribers: 15 (not all of the L/C certified). Three were educators who do some classroom transcribing. Number interested in becoming a paid transcriber: 4 + 1 maybe. Number affiliated with a guild: 52. Number who do literary braille only: 11 - the rest do mostly textbook.

In our area, at least three school districts are looking for a braille transcriber. But with the number of volunteers diminishing, where are the professionals going to come from?

Becoming certified by the Library of Congress is only the first step toward professional competence; there is no instruction process for learning textbook format, other than being assigned textbook work and a copy of the Code, with careful explanations and pre-structuring by the group assignments chairman, or by the local skilled experienced professional. (Not to mention the school's needs for expertise in Nemeth and music codes, foreign languages, knowledge of resources nationwide in all media, skills in tape recording, tactile illustration, large print, etc. And often for a starting wage less than that commanded by a competent house-cleaner.)

Our public-school-age children will be faced with decreasing amounts of material in this vital reading medium; and don't forget that their needs will continue as they progress through college and into various professions.

Are computer braille translation programs going to be able to take up the slack? (and at what cost?) Can something be done to revitalize the programs for the classes we used to have for beginning braillists? Is braille going to become a rare and secondary reading medium?

I don't know the answers; I don't even know all the questions. But it would be helpful to start a discussion here in the pages of TCT. Any ideas--anybody?

Norma L. Schechter
CTEVH Literary Braille Co-Specialist

BRaille INSTITUTE PAYS TRIBUTE TO CTEVH

[Braille Institute of America, a long-time friend and supporter of CTEVH, providing, among other things, a place for our corporate Headquarters, honored CTEVH at Conference with the reading of the following resolution.]

RESOLUTION

Braille Institute

Tribute to
California Transcribers
and Educators of the Visually Handicapped

WHEREAS: The Directors of Braille Institute of America, Incorporated, wish to pay tribute to California Transcribers and Educators of the Visually Handicapped, and to recognize this unique organization's substantial contributions to the visually handicapped for more than 27 years;

C.T.E.V.H. membership consists of volunteer braille transcribers and teachers of the visually handicapped, including more than 1,600 members in California and throughout the World who have the basic goals of sharing information and improving skills in serving visually impaired;

Among the many programs and services provided by C.T.E.V.H. are Visual Aids Kits furnished to outlying school districts; braille reading and writing

Summer Camps for children; "Access," an information volume for graduating students; "The California Transcriber," a quarterly magazine; the largest Annual Conference for Braille Transcribers in the U.S.; a Computer Braille Center and a grant program which provides computers for transcribers; expert specialists to help transcriber groups; updating of the Krebs Transcriber Guides which are distributed nationally; compiling of a Registry of all Braille Transcribers in the State, listing their specialties; distribution of Information Kits to all Libraries in the State describing C.T.E.V.H. services;

Through these and other activities, C.T.E.V.H. has had a tremendous positive impact on braille training and education for the visually handicapped in California and throughout the World. Therefore be it

RESOLVED: That this Tribute to California Transcribers and Educators of the Visually Handicapped become an official part of the records of Braille Institute of America, Incorporated, and that a copy of this Resolution be presented to the membership at the 27th Annual Conference in Los Angeles, March 20-22, 1986.

Dr. Robert E. Christensen, President
Richard W. Sprague, Secretary
BRaille INSTITUTE

HIGHLIGHTS OF MARCH BOARD MEETING

The annual "change-over" Board Meeting, held at Conference each year, has the outgoing Board Members at the first session and the incoming Members at the second session. It's always a bit of a shock when Board Members we've worked with, often for six years, don't reappear at the second session; however, it's always a pleasure to welcome the newcomers.

Some of the actions taken by the Board are as follows:

1. Reaffirmed commitment to CAMP, even though this summer's program could not be held.

2. Reinvestment of funds maturing from Certificates of Deposits was approved.

3. Lil Gardner, Membership Chair, reported six new Life Members for a current total of 38.

4. Additional start-up money granted CompuBraille to assure its success.

5. Board designated Norma L. Schecter, CTEVH Literary Co-Specialist, official CTEVH representative to international conference of Braille Authority of North American and Braille Authority of the United Kingdom.

6. New Board Members Ann Kelt and Frank Ryan were welcomed.

GIFTS AND TRIBUTES

Contributions:

Jane Corcoran (In Memory of Justice Murray Draper)

To the Katie N. Sibert Memorial Scholarship Fund:

Lynnda Biek
Carolyn Card
Sylvia Cassell
George Cherrie (In Memory of Stanley Oser)
Nancy Chu (In Memory of Stanley Oser)
Aikin Connor (In Memory of Stanley Oser)
Mr. and Mrs. Roger Cornut (In Memory of Stanley Oser)
Edna Culluiane
Senator Ralph C. Dills
Betty Epstein

Jeffrey Friedlander
Lillian Gardner
Eva Hoffman
Mr. and Mrs. Chas. Keaster (In Memory of Stanley Oser)
Rose Kelber
Ann Kirkland (In Memory of Stanley Oser)
Elizabeth Lemcke (In Memory of Stanley Oser)
Carolyn Lofrano
Dilys Mohn (In Memory of Stanley Oser)
National Association for the Visually Handicapped - San Francisco
Helen Olson (In Memory of Stanley Oser)
Doris Pontac
Catherine Rothhaupt
Mary Lou Vidal
Volunteer Transcribing Services
Mary L. Wallace

CONTRIBUTIONS TO THE

CTEVH GIFTS AND TRIBUTES FUND

will be used to improve services to the visually impaired.

Make checks payable to CTEVH and mail them to:

CTEVH GIFTS AND TRIBUTES
152 HAMILTON CT.
LOS ALTOS, CA 94022

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE

IN MEMORIAM

CARL WELLINGTON LAPPIN

March 1, 1928–May 7, 1986

Carl was born in rural Monteagle, Tennessee, was raised by his Aunt Harriet Lappin, worked at various jobs that enabled him to graduate from Eastern Tennessee State College and to go on to the University of Tennessee where he earned his Master's degree. He taught in several southern schools, often also serving as Principal. There were a few years of Army service, more teaching, and a year as Principal of the Wheelus Elementary School for service dependents in Tripoli. Returning to this country, he joined the staff of the American Printing House for the Blind in 1963 in a minor capacity, and rose to be Director of the Instructional Materials Resource Center. He developed the Central Catalog of Volunteer and Commercially Produced Materials for the Visually Handicapped, a standard reference and resource for educators, transcribers, and the visually impaired. (The night of his death, this was renamed THE CARL LAPPIN CENTRAL CATALOG.) He travelled the country conducting workshops, speaking, and exhibiting APH resources and materials. To many, he was APH, an endless source of information, help, and advice.

We knew him by his delightful southern accent (high, medium, or low Southern, depending on circumstances, according to one friend). We knew him by the twinkle in his eyes, the quick, gentle smile that could even temper criticism and make it acceptable. We enjoyed his quiet sense of humor. And we knew him as a gentleman—warm, courteous, considerate, often courtly.

We recognized in him a deep sense of responsibility, a man who took his work and his life seriously—but never himself. To himself, he remained the boy from Monteagle who had, despite many difficulties, grown up to find the work he enjoyed and to which he could make a real contribution.

He was a giving person—to family, friends, and his work. There were a great many long-lived aunts and uncles that he accepted as his concern. For his Aunt Harriet, who had cared for him, he made a home and gave full support to the end of her long life. He gave a great deal to APH and to transcribers and educators as he criss-crossed the country for workshops, consultations, lectures, rarely allowing illness or exhaustion to slow his



presentations or his good humor. In March of this year he was in California for the annual CTEVH Conference; in April, a transcribers' meeting in St. Petersburg, Florida. Early May found him in Raleigh, North Carolina for the Annual meeting of the National Braille Association. He had written, shortly before leaving for it, that he was very tired (an unusual admission for him) and that he planned to take a week off in May "just to play".

Early in the morning of the last day of the NBA meeting he died suddenly, unexpectedly, and peacefully.

We wish that we could have kept him with us for many more years, but we must be thankful for those years we had, and we are grateful for the man who was our friend—a warm, loving, giving man.

Ruth S. Lowy
Past Editor, THE CALIFORNIA TRANSCRIBER

REMEMBRANCES OF CARL LAPPIN

My first day at the American Printing House for the Blind, I was sent on a tour conducted by Carl. He was touring a group of volunteer transcribers through the various operations. I remember how fond and respectful he was of the transcribers group—and the adoration was mutual. I also remember thinking that Carl must have spent part of his life on a GONE WITH THE WIND-type plantation. His friendly greetings of "Sister Bortner" and "Now, Honey" were foreign to me. I soon concluded he must be the Southern gentleman I had never met.

More recently, I was fortunate to participate in the CTEVH Conference with Carl. He proudly introduced me to many of his friends in California. He told me that California's model of cooperation between transcribers and educators has never been equalled. His many friends at CTEVH were very dear to him. In March, he caught a 6:00 AM plane to Los Angeles so that he could visit

a highly revered transcriber friend in Pasadena before CTEVH Conference started.

Carl long ago endeared himself to me. I particularly admired and appreciated his concern and respect for each blind or visually impaired student the Print House serves. Removed by years from direct service to children, he never compromised our responsibility to each child. Whenever he heard of a child without a braille or large print book or who needed an educational aid, he would attempt to remedy the corresponding order or delivery problem.

Carl never lost sight of our bottom line—the children.

Sheri Moore
Research Scientist
American Printing House for the Blind

The recent untimely death of Carl Lappin occurred May 7, 1986, at the Raddison Plaza Hotel in Raleigh, North Carolina, while he was attending a meeting of the National Braille Association.

Carl served as the Textbook Consultant and as Director of the Central Catalog of Textbooks for the Visually Handicapped at APH since July 1, 1963. Under his direction, the Central Catalog grew into its present format, which is an ongoing listing of over 100,000 titles of special textbooks available from sources throughout the United States.

In these capacities, Carl worked closely with publishers of textbooks throughout the nation, as well as with teachers, volunteer transcribers, and other professionals concerned with the education of blind students. His ability to meet, get to know, and to remember people, as well as his sincere interest in them made him a invaluable "natural resource."

During his 23 years at the Printing House, Carl assumed many roles, wore many hats. He served as a superlative tour guide, a host to visitors from

around the globe, and an advocate for everyone concerned about the progress of the education of visually impaired students. He remained a tenacious crusader for prompt response to the needs of these students. Carl's enthusiasm was just as much a part of him as his distinctive Southern accent.

Carl belonged to a number of professional organizations, including: the National Braille Association, California Transcribers and Educators of the Visually Handicapped, The Association for Education and Rehabilitation of the Blind and Visually Impaired, and the Publishers Association of the South. He served on the Board of NBA and supported this organization religiously in an effort to reinforce and broaden materials and services for visually impaired persons.

Carl's death—as his life—had a profound effect upon all of us working in this area of special education.

MARY NELLE COUNCIL, APH

Carl Lappin, cherished friend and mentor of CTEVH members, shared with us at the beginning of our last conference the latest APH products and publications in his workshop, APH/CDHS Update. And finally, at the Saturday luncheon and general session, Carl presented the Katie Sibert Scholarship to Sharon Ferguson, VH teacher in Kern County. In his presentation, he recognized Katie for her love, her personal and professional contributions to the field of the visually handicapped. Carl was asked to make the scholarship presentation as he had known and worked closely with Katie in a number of special projects and programs. He shared Katie's love for her friends and associates in the field and her dedication to the profession. Was it irony or fate that Carl left us and joined Katie in the spiritual world so soon after this memorial scholarship presentation?

Those of us who were privileged to know and work with Carl revered him as "Mr. APH". He truly represented the Printing House, extending services to public and residential schools, rehabilitation centers and to transcribers, parents, and individual students across the nation. Although he joined the APH staff in 1963, his first introduction to CTEVH was at the joint meeting with the National Braille Association at Disneyland in 1964. In his traditional southern style, he charmed both the educators and transcribers with his "hello,

honey" and soon his ingenuity gave birth to the most useful and used reference guide, THE CENTRAL CATALOG, VOLUNTEER AND COMMERCIALY PRODUCED MATERIALS FOR VISUALLY HANDICAPPED STUDENTS.. Although Carl's major professional efforts were directed toward developing and maintaining the APH Instructional Materials Reference Center through which the catalog evolved, he spent countless hours working with textbook publishers, directing the activities of the APH Publications Committee, serving as liaison to volunteer organizations, and providing in-service to members of the VH community in the area of special materials selection, production, and delivery. Throughout his work activities, he always found time to counsel parents of visually handicapped students and identify resources for meeting their unique, special needs.

In memory of Carl, the members of the Publications Committee at their Spring meeting in Louisville resolved to re-name the Central Catalog in his honor: "The Carl Lappin Central Catalog . . ." The Publications Committee further established a memorial in his name, contributions to which are to be allocated toward production costs. Friends and associates may send donations to The American Printing House for the Blind for "The Carl Lappin Central Catalog Fund."

FRED L. SINCLAIR

GENERALLY SPEAKING

BLIND ALSO CONTRIBUTE TO REAGAN "DEFENSE" EFFORT

[NOTE: The following excerpt is from a letter received by volunteer transcribers who were working with the National Library Services/Library of Congress. It seems that blind adults are now contributing (as blind children have through the twenty-five percent reduction in APH Federal Quota Funds) to the current "defense" effort. According to figures given in a letter to its volunteers by the Essex Chapter, American Red Cross, the NLS budget cut was \$1,452,000. Coupled with the effective cut of approximately \$1,000,000 in the Federal Quota Program during the Reagan administration, the blind have, in effect, contributed about two or three minutes of the Pentagon's annual expenditure. Makes you kinda proud, doesn't it, folks?]

NATIONAL LIBRARY SERVICE FOR THE BLIND AND PHYSICALLY HANDICAPPED THE LIBRARY OF CONGRESS

Dear Volunteer:

Due to the impact of the Gramm-Rudman-Hollings Act on the National Library Service for the Blind and Physically Handicapped budget, we must eliminate the hand-transcribed braille book program, effective immediately.

We are grateful for all your efforts over the years transcribing, proofreading, and binding braille books for the patrons of the network of cooperating libraries of the National Library Service. Working through the Essex Chapter of the American Red Cross, we have been able to provide hundreds of hand-transcribed braille books over the years to blind and physically handicapped people.

When the budget improves we will resume producing handcopy books. It is our hope that you will be able to assist at that time. At this time it is projected that our financial position may be normalized in FY 1992.

With appreciation for your tremendous effort, I remain,
Sincerely yours,

Frank Kurt Cylke
Director

THE VOLUNTEERS OF SOLEDAD BLIND PROJECT

The summer of 1977 was the inception of the Volunteers of Soledad, more commonly known as the Blind Project. The project came to fruition through the cooperation of the inmates and staff of the California Training Facility, Soledad, the staff of CDHS, and the Soledad Lions Club. Without the instrumental assistance of the Soledad Lions Club the Blind Project would never have taken shape.

The Project's main service is the recording of reading material onto reel and cassette tapes for the visually handicapped. At present the Volunteers are recording in English and Spanish in three soundproof booths funded by the Soledad Lions Club. They read a vast array of novels, law books, cookbooks, and textbooks from kindergarten to college level. Our Master Tape Library contains approximately 250 books and is growing daily. The Volunteers also repair and service braillewriters. Howe Press has commended the Project calling it, "One of the best in the United States". Our service is nation-wide and includes complete disassembling, cleaning, inspection, and replacement of broken or worn parts, and fine-tuning to factory specifications.

In 1985 the Soledad Lions Club introduced the Volunteers to the Flying Doctors, an optical/medical group which flies to Sonora, Mexico and dispenses free care to the needy in the rural areas. The project volunteers not only clean the used glasses and read the prescription (with a \$9,000 Lens Analyzer, donated by the Humphrey Instrument Co.), they also register each reading on a computer printout master sheet, giving the Doctors easy access to any certain pair. The glasses are then distributed.

We currently duplicate and mail to over fifty subscribers world-wide, the braille edition of THE CALIFORNIA TRANSCRIBER.

Except for janitorial and secretarial supplies from CTF, the Blind Project is not funded by the institution. We rely on gifts and donations, both personal and corporate. For further information please contact:

Norm Thompson, Sponsor
P.O. Box 686
CTF South
Soledad, CA 93960
(408) 675-2411 Ext. 4195

OUR SPECIALISTS SAY

THE UBIQUITOUS VERTICAL BAR

The vertical bar falls into a number of different "categories" - to wit:

I. A grouping sign

A. Absolute value

$$|x|$$

B. "Norm"

$$\|f\|$$

C. Determinants (in this illustration, the vertical bars are enlarged)

$$\begin{vmatrix} 1 & 2 \\ 2 & -1 \end{vmatrix}$$

$$\begin{vmatrix} 1 & 2 & 3 & 4 \\ 2 & 3 & 4 & 5 \\ 3 & 4 & 5 & 6 \\ 4 & 5 & 6 & 7 \end{vmatrix}$$

II. A sign of comparison (usually in set notation)

$$\{w \mid w = w + 1\}$$

$$\{x \mid x = x + 1\}$$

III. A sign of operation

In $b \mid a$, b is a factor of a .

$$b \mid a$$

IV. "Miscellaneous" uses

$$\begin{vmatrix} 1 \\ 0 \end{vmatrix}$$

PROOF. $(b + c) - (a + c) = b - a$ is positive. |

$$(b + c) - (a + c) = b - a$$

However, there are a number of instances when the transcriber sees what looks like a vertical bar, but the (ou) symbol is not what is brailled.
Examples include:

1. Tally marks

II. Two parallel vertical bars which are the shape symbol "is parallel to"

 $MN \parallel OP$

III. A vertical bar which is used to mean negation

$$a_1^2 + b_1^2 \neq 0$$

A 4x4 grid of dots. Each row and column contains exactly one dot from each of the four groups: solid black, open circle, solid white, and open square. The arrangement is as follows:

●	○	□	◻
◻	●	○	□
○	◻	●	□
□	○	◻	●

IV. Vertical lines in some spatial arrangements

$$\begin{array}{r} 106 \\ 6 \overline{) 636} \end{array}$$

Fortunately for transcribers, the text generally makes clear what is intended, and the many examples in the Code, as well as the Instruction Manual, can be of great assistance. [All of the above were taken from these two publication.]

Joyce Van Tuyl
CTEVH Braille Mathematics Specialist

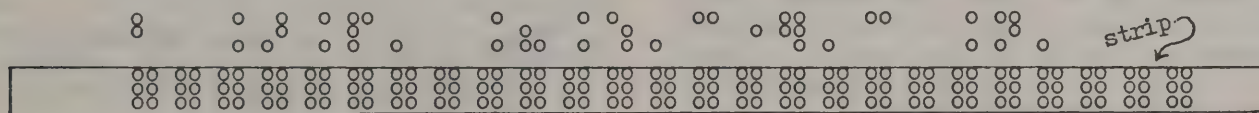
LITERARY BRAILLE

WHEN YOU'RE A STRANGER IN A STRANGE CODE

In a recent assignment I was faced with a number of music examples scattered throughout a simple literary text. My acquaintance with music braille is extremely slight, so I contacted Ethel Schuman (for many years our Music Braille Specialist, and a past CTEVH President and past TCT Editor, and Associate Editor). Each music example was identified and numbered, so I'd know where to place which one. Ethel sent me the required passages in music braille, and all I had to do was copy them, dot-for-dot.

At this point I suddenly remembered a long-ago proofreading aid suggested by our long-time Textbook Specialist, Betty Smith. She uses a strip of braille paper containing a full line of full cells, which she holds directly beneath the line she's proofing, to be able to tell at a glance whether certain dots are on the left or the right.

After cutting out such a strip, I used my trusty magnet-plus-steel-backing-sheet to hold it in place beneath the line I was copying, thus:



Easy to tell at a glance whether you need dots 1-3 or 4-6, whether a single dot is a dot-3 or a dot-6, isn't it?

LIFE IS JUST A BOWL OF CHEERY CHALLENGES

Betty Meikle writes that some students are still having trouble with Short-Form Words and proper names. She mentions puzzlers like "Nonsuch Baking Co." and "Goodfellow Helpers Moving Co."--can you contract such? Good?

These problems arise primarily in English proper names, many of which originated from their meanings, so "John the miller" became the grandfather of "John Miller". When they're passed on as straight patronymics, they no longer keep their original meanings. The basic fact to remember:

47.b. A short-form word should be used as the whole proper name only.--ENGLISH BRAILLE, AMERICAN EDITION.

The "Nonsuch Baking Co." is NOT a person's name--they're just claiming nobody else is as good as they are. "Goodfellows Helpers Moving Co." creates a problem because you don't know whether the name of the owner is "Barney Goodfellow" or whether he's claiming his movers are good fellows. In such a case, if not able to find out the owner's name, I'd be inclined not to use the contraction for "good".

Remember too, we live in a melting-pot country, with proper names of all kinds of national origin: Polish, Russian, Armenian, etc., could yield a host of proper names containing the combination "gd"; Gdansk, Gdalya, Gdynya, Bogdanov, Begdosian are just a few that come instantly to mind.

And, if we ignore this rule, there will be some unreadable results. (Would "Doll" mean "Doll", or a one-o "Dolittle"?)

YE OLDE GLITCHE WITCHE STRIKETH AGAYNE

Sorry about the inadvertent print errors in the Winter/Spring issue of TCT. The correct reference page on the rules for TO--INTO--BY is hereby presented, together with permission for you to Xerox® it for future reference, if you don't like to tear up your back issues.

ALSO: A not-so-small "oops" in that same article that eliminated the entire problem I was discussing! In the first section, "Italicized Series of Words", 5th line, the word "and" should NOT have been in italics:

displacement, and projection. (italicize only the underscored words)

Norma L. Schecter
CTEVH Literary Braille Co-Specialist

■ ■ ■ ■ ■
TO—INTO—BY
(from BRAILLE TRANSCRIBING WORKBOOK
Rev. Ed., c.1984. Norma L. Schecter.)

DO USE:

1. In a logical sequence of thought.

We're going to go to school.

2. Even when there is a strong natural pause (as when the object precedes the preposition; when followed by "and", "or" or other conjunctions; when used as an adverb or verb modifier).

The school we go to isn't far.

The points he went into by way of explanation were complex.

He paced to and fro.

We watched the boats sailing by in the sunset.

3. When preceded and/or followed by any combination of cap dots and/or italics (including a double-capped running head).

By now, we know the story was adapted by Shakespeare.

HOME BY CHRISTMAS

VOYAGE TO THE SCILLY ISLES

4. When followed by composition signs (indicators) or abbreviations of weight, measure, coinage, etc.

We cut the price by 4% to \$6.95.

We're learning how to count by 2's.

5. When followed by words beginning with be, con, dis, com, en, in as long as the Lower Sign Rule is not violated.

By discussion, we hope to entice the parents into communicating.

He talked me into becoming part of the drama group by insisting that I at least try out for the role, and by continuing to encourage me thereafter.

6. When preceded by punctuation.

"By boat (to me) is the greatest way to travel."

There are only two cases when you don't contract, and don't join, these three little trouble-makers:

DON'T USE:

1. When it falls at the end of the braille line and cannot join the following word.

They really do enjoy traveling to distant lands.

2. When immediately followed by punctuation (when punctuation intervenes between to-into-by and its following word).

They went by "Toonerville Trolley".

(Note: Would you have tried to use the contraction for "one" in "Toonerville"???)

RECORDING TRANSCRIBER: HANDLE WITH CARE

PART I—READING STANDS AND THROAT LUBRICANTS

Recording transcribers are pretty amazing people. They sit in tiny rooms, hunched over some poorly printed paperback book, and talk for hours at a stretch. An excellent recording transcriber is perseverance and dedication personified.

Their results can be impressive, too. The finished recording will provide needed enlightenment or entertainment. Some undesired by-products of the recording transcriber's endeavors, though, could be an impressively sore neck, headache, tired eyes, and a hoarse voice. This effect is probably not a new strain of the flu. It is more likely a dreaded case of RTS!!! (Recording Transcriber's Syndrome).

Though there is no cure but time for this unfortunate affliction, it can be prevented. A sore neck can be avoided by using a reading stand. A hoarse voice can be eliminated by using throat lubricants like lozenges or beverages. Tired eyes can benefit from proper lighting and magnification. All of the symptoms of RTS can be alleviated simply by knowing when to quit; occasional breaks can refresh and revive the tired transcriber. Attention to and employment of these aids in a recording regime can minimize the debilitating effects of RTS, and result in a more comfortable and productive recording transcriber.

Speaking in terms of comfort and productivity, reading stands are useful for three reasons. The first, of course, is to prevent sore neck, shoulder and back muscles. A reading surface at a 45 to 60 degree angle from the table top will keep the head from leaning too far forward (see accompanying figure). This transfers the weight of the head more evenly to all its supporting muscles, rather than placing the bulk of the burden on those muscles that run down the back of the neck and across the shoulders (you may be painfully familiar with the muscles I refer to). Reading stands also ease eye fatigue. A reading surface perpendicular with the line of sight requires minimal refocusing effort (see illustration). In contrast, a book on a horizontal surface places the top of the page further away from the eye than the bottom of the page, and the lens of the eye will be working harder to compensate for the change in distance. Suprisingly, a reading stand can improve voice quality, too! By keeping the head

upright and neck erect, it allows air to pass through a straighter, less-obstructed windpipe adding strength and clarity to the voice. (Skeptics can try this experiment: Hold your head upright and begin a sustained "ahhhh." Then drop your head slowly forward and listen to the difference in tone quality as you go.) These three benefits make a reading stand a definite must-have for the recording transcriber.

Many types of reading stands are available for your use. A sturdy, adjustable "deluxe" reading stand can be obtained for about forty dollars from Exceptional Teaching Aids, 20102 Woodbine Avenue, Castro Valley, CA 94546. An inexpensive "lap desk" (approximately \$6.00) can also be used. This stand has a reading surface with a narrow ledge along the bottom edge to support the book. The reading surface is supported by a pillow filled with styrofoam beads. The stand can be propped up on a solid object to obtain a comfortable reading angle. The most effective reading stand should:

- * be adjustable to various reading angles
- * be able to support a heavy book
- * have something to hold the pages in place as you read
- * be stable enough to keep any rocking noises from intruding into your recording

Many stands can be modified to suit your needs. Potential reading stands include steno stands, cookbook stands - or use your imagination and make your own; the possibilities are endless.

Now that our sore necks have been soothed, let's briefly tackle another symptom of Recording Transcriber's Syndrome - the hoarse voice. Various throat lubricants can help ease this common complaint. Hot liquids, such as coffee or herb teas can refresh and warm a tired throat. Cough drops, too, can be an effective lubricant. Non-medicated brands of cough drops can be used whenever the need arises. Some of these brands have the added benefit of menthol and eucalyptus. These aromatics can open your sinuses, and allow you to speak more clearly. A small percentage of these drops are the sugar-free, sorbitol-based type that will help keep dentist visits to a minimum. If the use of these throat lubricants still doesn't allow you to read comfortably, then stop reading until the condition clears up. Overstraining your voice can aggravate symptoms, and make recovery longer and more difficult.

More pampering tips will be contained in Part II of this article. In next quarter's column, proper lighting and magnification will be the main topic. The need to pace yourself during recording sessions, and techniques to make your respites more

beneficial will also be discussed. Who knows - at this rate, RTS may be only an unpleasant memory by the end of 1986!

Leslie Burkhardt
CTEVH Recording Specialist

MORE ABOUT THE NEW MANUAL

Conference is over, and everyone learns at Conference ... right? Right!

A short report on the two Literary Braille workshops will appear in TCT in a coming issue. There's nothing like a "get-together" to expand one's thinking on a subject - and braille is no exception.

The thing I admire most about transcribers is their ability to put aside doubts, preconceived ideas, and prejudices (and we ALL have them), in order to ask questions. It's great to see, and, as a result, we all learn.

To add a bit to the last TCT article about the errors in the new Library of Congress Instructional Manual: An errata is being prepared to call attention to the errors that occurred in both the print manual and the braille drills that accompany it.

There are three rather important errors that could create some confusion:

In Lesson 6, Section 6.8a, page 32, there is explanation given for the general use of the "be, con, dis" contractions. The written explanation is correct. However, the third or last example showing the divided word "disobedient" is shown incorrectly. It should read thus:

(dis)o-
(be)di(en)t

In Lesson 14, Section 14.4b, page 85, the first print example should have a hyphen separating the italicized portion from the unitalicized final part of the word. The word "whitecollar" should have been written "white-collar".

Finally, on page 155 of the list of Typical and Problem Words in the back of the Manual, the "st" contraction is used in the word "musty". This is incorrect. It should read "mu(st)y".

I suggest you make notations in your Manual accordingly.

I hope most of you who are teaching (or learning) from the 1984 Manual have also received the Drills in Braille to accompany it. It is available, so if you haven't already done so, perhaps you should re-order them for your class. Please be patient, however; they've been besieged by requests I'm sure, and will get to you as soon as possible.

Many teachers and students have written in to share discoveries of both typos and errors. Thank you - these tid-bits have been relayed to those responsible for the errata sheet, which should be available very soon.

Elizabeth Schriefer
CTEVH Literary Braille Co-Specialist

MICRO BRAILLING

As you will notice we have changed the name of this column from "IBM PC BRAILLING" to "MICRO BRAILLING".

Since our Program will work on many computers, we feel it is misleading to emphasize a single computer. Most people, by now, know what the Micro Braille Program can do, and it is no longer a foreign phrase to them.

On occasion we get questions about our Micro Braille Program. We would like to share some of these with you:

Q. Sometimes when I am brailleing using the six keys, my Cursor gets stuck and will not move. How can I get out of this situation without turning off the computer?

A. Usually, this means that by accident you have hit the "Caps Lock" key. If you will hit this key again, it will put you back into the six-key mode.

Q. I would like to use my magnetic ruler on my stand. I have been told not to get magnetic objects near the computer.

A. You may use your magnetic ruler on your stand beside the computer, just be careful and keep the "file disks" away from it. As long as the file disks are in the drive, they will not be harmed. Just don't forget and lay your file disk on your stand.

Q. I like to smoke while using my computer. I have been told I will cause harm to my computer if I smoke near it.

A. Relax, you can enjoy the best of both worlds. I believe this rumor got started by a non-smoker trying to stamp out smokers. You will NOT harm your computer by smoking while you work, although it might be hazardous to YOUR health.

Q. I heard that you cannot hyphenate words when using your Micro Braille Program.

A. FALSE. You can hyphenate at the ends of lines, just like you do when using a Perkins Braille. You are in full control of your braille page. There are some agencies that are requesting their Transcribers not to hyphenate at the ends of lines. The reason being that they intend to "convert" those file disks to VersaBraille tapes, which are read in one long line, therefore, you would not want hyphenated words in the middle of a line. A program has been written to do this for "Apple Files" only. To our knowledge, to date, there is no such program for this conversion for Micro Braille Disks. We would suggest that you ask the Agency you work for what their policy is about hyphenating words at the end of lines.

Q. Why do I have to put on something called DOS, when I receive your Micro Braille Program?

A. DOS (Disk Operating System) is a copyrighted program that you get when you buy your computer. It would be illegal for us to put on DOS for you unless we paid a royalty fee for each copy to each of the Computer Companies. Also, IBM has DOS 2.0, 2.1, 3.0, 3.1, and making sure we put on the right DOS for your particular computer would be nearly impossible. If we did this we would have to pass on the charge. This would mean that you would be paying for the same thing twice, since you have to buy the DOS Program, yourself, anyway. The Instructions for putting on DOS in your Micro Braille Manual are very simple to put on, takes only two or three minutes to do. You have to do this only once.

Many more transcribers are jumping on the computer bandwagon, now that they can get the Radio Shack - Tandy 1000. It is a fully IBM-compatible computer at a economical price (about \$1200). It has a nice touch on the keyboard.

We strongly recommend that you get two disk drives for easier operation. I know I said this in the last newsletter, but it bears repeating.

Lou Eila & Norman Blessum
CTEVH Computer Assisted Braille
Co-Specialists, South

STIMULATING SIMULATING

An often-asked question is, "Will my printer produce simulated braille for sighted proofreading?" There are so many different kinds of printers available that it is a difficult question to answer.

If the printer carriage is wide enough to print at least 120 characters (40 braille cells) then there is generally no problem. But if the printer carriage is only 8½ inches wide for an 85 character line then the printer must have a graphics mode which will condense 15-17 characters into one inch. Four popular graphics printers which can be used are the Epson FX-85, OkiData, Apple Image-Writer, and Qume Letter-Pro 20. All sell for less than \$500.

All of the braille programs have an output program for various printers. You should check your program manual or with its author as to whether or not your braille program will output to a specific printer or if the output program can be modified for it.

If you are using the ED-IT (Stepp) program on an Apple computer you can use the CONFIGURE program to create an output program specifically for your printer. To run the CONFIGURE program, do the following: Remove the write-protect tab from the ED-IT disk and start the ED-IT program. After the ?? prompt, braille QUIT. This will transfer computer control to DOS with the] prompt. Now all commands must be typed, not brailled, with the CAPS LOCK key down. So type CATALOG D1 and you should see a list of all the programs on the ED-IT disk, among them CONFIGURE and INKBRL.

After the] prompt, type RUN CONFIGURE and press return. Now you must answer a number of questions and if in doubt as to what to answer, just press return. Enter C as the answer to the first question to create a new output module for your printer. If you need to modify it later then you would enter M. When prompted, enter the name of the module to create (for example EPSON) and enter the name of a similar existing module, in this case, INKBRL. For the next question, enter the letter O since you are creating an output module. Continue to process through the program by pressing return for entries you do not want to change. Enter Y to define further options.

If you prefer to show only raised dots, then in response to definition of a guide dot, enter a single quote, a space, and another single quote. If you

want to define the entire cell, a minus sign can be used to indicate unraised dots by entering '-'. A raised dot definition can be any symbol you want, for example '*' or 'x' or '0'. Lower case 'x' seems best. The hex value 0D for carriage return entered as \$0D (digit zero, letter D) is for starting the next row of dots with an associated line feed. If a line feed does not occur then you must add \$0A with each \$0D.

The next important entry is to prepare to print braille cells if you have a narrow 8½ inch printer because it must condense 120 characters into 8 inches. You must get the proper escape sequence from your printer manual. For an Epson FX-80 the entry is ESC 'A' \$06 \$0F where ESC 'A' \$06 sets line spacing at 6/72 inches for all line feeds and \$0F turns on the condensed character printing mode. For the Apple Image-Writer the entry is ESC 'T' '1' '2' for line spacing and ESC 'Q' for ultra-condensed printing.

For no further changes, enter N, and a new O% module will be created. If you have neglected to remove the write-protect tab then a write-error message will be displayed and no module will be created. The tab must be removed and the CONFIGURE program must be run all over again.

There are similar but different ways for setting up the IBM MICRO BRAILLE (Blessum) program and the Commodore 64 TABICAT (Hoefer) program to output to different kinds of printers.

A totally different way to sight-proof a braille file is to use OW/%PRINT/ (normally used for embossing) to print the braille file in ASCII MIT code on your printer. It will look strange with all the braille contractions in their equivalent ASCII MIT code character, but Bettye Krolick reports that she uses this method for quick proofing.

If you need more assistance, please contact us, that's our mission in CTEVH.

NEWS ABOUT TABICAT

Version 3.0 of TABICAT for the Commodore 64 is available and adds several new features for transcription ease. When proofreading, the line on the screen is highlighted by having the lines below and above blanked out as each line is read. A tab setting ability has been added, as well as an easy way to review the last page brailled before proceeding to the next. The first-time users price

is still only \$25 and updates for those having the earlier versions are only \$5, postpaid. Also included on the disk as a bonus is the world's first computer game for braillists, called "Dot's All Folks". (This was a real hit at the CTEVH workshops). For anyone having a Commodore printer, a program is now available for Simulated Braille, useful for proofing.

Any group starting braille training classes which also wants to acquaint beginners with computer use will be interested in a free software offer. With thousands of VIC-10 computers sitting idle on closet shelves (the owners having upgraded

to Commodore 64) it may be possible to get the owners either to loan or donate them to your group for a tax write-off. You will also need either the Datasette or a disk drive for program storage. The software will be made available free. A list of Commodore user groups in your state and more information is available from: J.J. Hoefer, BOBCAT Computer Applications, 5200 W. 68th St., Shawnee Mission, KS 66208.

Diann and Ken Smith
CTEVH Computer Assisted Braille
Co-Specialists (Northern California)

LARGE TYPE

Recently I was asked about lamp-magnifiers which can be used with a pica or elite typewriter. Many of our students could use small type machines with the assistance of a lamp-magnifier.

Science Products, P.O. Box A, Southeastern, PA 19399, carries the big Luxo lamp with magnifying lenses which can be used over a typewriter. They also carry the Ednalite. The Lighthouse, New York Association for the Blind, 111 East 59th St., New York 10022 and Bossert, P.O. Box 15441, Phoenix, AZ 85060 (602) 956-6637, also carry several suitable lamp-magnifiers.

These lamp-magnifiers are available locally from art or engineering supply shops, some school supply houses, and Bausch and Lomb outlets.

Much to my disappointment, the machine with

"bold" type which I learned of at CTEVH conference is not standard 18-pitch large type. It is a daisy wheel, 10-pitch machine (made in Canada) with "orator" type--similar to several made in this country.

It seems that if we want truly large type for our students, we have the choice of the reconditioned IBM typewriters from Data Display Systems in Los Angeles, a good computer-printer system, or a good enlarging copier.

Interesting possibility: some printers have open cartridges which could be reinked to get really black print out. I'm investigating the procedure. I would like to get black print, but would not like to ruin our printer. Will pursue.

Marian Wickham
CTEVH Large Type Specialist

SACRAMENTO FILE

NEWS FROM CDHS

Winding up the school year is often a busy time at CDHS. Perhaps not as busy as the beginning or right after the first of January, but busy.

One of the activities that keeps us busy at this time of year is preparing, mailing, and beginning to receive, the annual Special Materials and Equipment Report: SMER, as we call it, is required of each district in California maintaining a special education program. The purpose of SMER is to provide an inventory listing of materials and equipment which may, at a future time, become surplus and be reassigned. This year's SMER has a separate report form for items purchased specifically with funds from the recent appropriation for programs for low incidence groups.

As most of you know, the State Education Code specifies that all special materials and equipment purchased with state or federal funds (and what isn't, these days?) are property of the state, not the district which acquired them initially. This makes it possible for CDHS to reassign such items, when they become surplus, to a district which needs them. This provides an annual cost-avoidance of approximately one million dollars and helps keep many special education programs afloat.

Teachers, as usual, have been very conscientious about clearing books with CDHS when they are no longer needed locally. Many of these are useful to other schools and the process helps save money for other things.

With the approval of CDHS, books which are no longer in use in California may be sent to either of two sources to be sent overseas to developing countries:

NFB of Denver
2232 S. Broadway
Denver, CO 80210

Monti Reynolds
The Overseas Blind Foundation
5053 Morocco Ave.
Santa Rosa, CA 95405
(wait until late summer)

CDHS staff people were, of course, shocked and saddened to hear of Carl Lappin's sudden death (see elsewhere, this issue). "Carl-Honey", as he was known at CDHS, was a never-ending pleasure to work with and an important inspiration for all who work with and for blind students. Life will not be the same without Carl, but it is better for his having been with us.

CAPITOL CORNER

[This column is being reinstated this issue after a lapse of nearly two years. Welcome back.]

California's Special Education Division, State Dept. of Education, (SED) is moving forward, in step with announced federal intentions, to facilitate the coordination of instruction of all handicapped children. The nation's special educators and regular classroom teachers must cooperate and coordinate their efforts to teach children, two top U.S. Education Department officials have agreed.

In addition to working together at the federal level, "we want strategies to move from the grass roots", said Madeleine Will, Assistant Secretary for Special Education and Rehabilitative Services.

Ms. Will and Lawrence Davenport, Assistant Secretary for Elementary and Secondary Education, agree on the need to coordinate the services offered by their offices to students experiencing learning problems.

To stem the increasing costs of special education,

states are focusing their attention on early-intervention programs and are expanding the scope of regular classes, says the Education Department's latest annual report to Congress.

State Superintendent of Public Instruction Bill Honig has appointed a third director of the Special Education Division within the last two years in the person of Shirley Thornton, Ed.D., formerly an area superintendent in the San Francisco Unified School District. Dr. Thornton, whose undergraduate and graduate education was completed at San Francisco State University, had served as a counsellor and a high school principal in the San Francisco Unified School District before being appointed an area superintendent.

The State Department of Education is currently soliciting input from individuals and/or organizations concerning the revision of the State Program

Plan for 1988-90 which must be submitted to the Office of Special Education and Rehabilitative Services by June 30, 1987, in order to assure the uninterrupted flow of federal monies granted under provisions of PL 94-142. Forms for providing written input and a timeline for submission of the proposed plan revision may be obtained from Dr. Eunice W. Cox, State Department of Education, P.O. Box 944272, Sacramento, CA 94244-2720 or by calling (916) 322-5039.

The Sunset Review report on Special Education programs in California, mandated by the Legislature, is being completed by the State Commission on Special Education and will be available after September 15. This report will include a general overview of the status of special education in California and recommendations to the Legislature based on the report.

Staff

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Joan S. Levy
CTEVH Awards
339 Loma Media Road
Santa Barbara, CA 93103

My check in the amount of _____ payable to CTEVH is enclosed for:

pin____(Gold-filled only—\$10.50 each) charm____(10K gold only—\$25.00 each)

Name_____

Address_____

Guild or Affiliation_____

BRAILLE (Library of Congress Certification required)

Literary braille pages.....
Nemeth braille pages_____times 5/4 equals_____
Music braille pages_____times 5/4 equals_____
TOTAL braille pages (Qualifying: 5000 pages).._____

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours)...._____

LARGE TYPE PAGES (Qualifying: 10,000 pages)....._____

SPECIAL SERVICES HOURS (Qualifying: 100 hours)....._____

(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each student successfully completing a braille transcribing course, with proportionate hours credited for a student who does not complete a course.)

Verifying signature: GROUP CHAIRPERSON OR ADMINISTRATOR_____

NEWS OF GROUPS

GROUP ACTIVITIES

AMERICAN RED CROSS, BERKELEY-WEST CONTRA COSTA CHAPTER, is undergoing some changes in the services it is providing. Due to budget modifications at the Library of Congress [NOTE: Gramm-Redmond, again!], the local group have had to cancel their transcribing and binding copies of books for the Library of Congress exclusively. They are in the process of starting a program for transcription of textbooks on the local level.

One of the smallest transcribing groups in our California network of volunteers has to be: **BRILLE SECTION, COMMUNITY REHABILITATION INDUSTRIES AND ASSOCIATED LIONS CLUB**. Transcribing and thermoforming is handled by two part-time volunteers and one part-time employee; in addition they have four transcribers of braille on call. A salute to these volunteers!

Presently, **KINGS TAPE LIBRARY FOR THE BLIND** lists books of nine libraries throughout the nation. If your group maintains a library of recorded books, contact Chris Mackey to include those titles in the Kings Union Catalog.

Please write to **LUTHERAN BRAILLE WORKERS, INC.**, P.O. Box 5000, Yucaipa, CA 92399 if you would like them to send you their catalogs of International Braille and English Braille; they will also send you an order form for sight-saving material; all materials are provided free to you. During 1985, all the work centers of the **LUTHERAN BRAILLE WORKERS** produced 166,400 Lutheran Hour Sermons; 515,898 Special Large Print Books and pamphlets; 219,528 braille books! They reach out to over 110 countries in the world in 40 languages—a remarkable feat indeed!

SAN DIEGO BRAILLE TRANSCRIBERS GUILD honors its volunteers at a luncheon in the summertime.

Two members set up an exhibit showing the history of braille and tape, including the present work they are doing; the exhibit was displayed at the Coronado Library and received favorable response.

SIXTH DISTRICT, CALIFORNIA STATE PTA, BRAILLE TRANSCRIPTION PROJECT, NORTH BRANCH, is fortunate to have Marion Langdon of San Jose on call for a lot of computer problems—they say she is a super helper for people learning the computer.

Is there a low cost dependable embosser? What are the secrets for successfully obtaining grants? If you have the solutions, contact **TRANSCRIBING MARINERS**, P.O. Box 606, Kentfield, CA 94914-0606—they would be most appreciative. Perhaps you may wish to send the same information to Aikin Connor, TCT Editor, so that information may be published in future issues of TCT. Also welcome would be articles and suggestions on the use of computers in braille transcribing and your "hands-on" experiences with the media. Send this information to the "Computer Specialists" listed in the back of your copy of TCT: they need your feedback so that they will know where the need is the greatest and can include your ideas and suggestions in future articles in TCT.

For those who may have known her but have not heard about her recently, Suzanne Marriott of the **TRANSCRIBING MARINERS** passed away on April 3, 1986. She was one of the founding members of the group and its past president.

Those **VOLUNTEERS OF VACAVILLE** never stop reading aloud! As a result, they proudly welcome two new members to their "Million Foot Club": Ken Slavney, who is Coordinator and Reader Supervisor, and Stephen Johnsrud, who is a full-time Staff Reader. Ken is their 13th member to exceed the million foot mark which requires an excess of 1600 booth hours production time; it takes 833.3 hours real time to listen to a million feet of master tape production in "reel" time. Steve is the third reader in the group's 26-year history to achieve 2 million feet (at 3 3/4 ips). A salute for these accomplishments!

A report on Eye-Glass Service Production was received from Jack Green, Administrative Coordinator for **VOLUNTEERS OF SOLEDAD, CTF SOUTH FACILITY**, and it is quoted here:

Back in November of 1985 many thoughts and ideas were being discussed towards the new service that was before us. There were many paths and directions for us to select from. Through much perseverance and determination we are happy to say, we seemed to have chosen a very good path.

The eye-glass service has grown by leaps and bounds and has proven itself to be the much needed service everyone felt it was. [The service consists of cleaning and minor repair of donated, used eyeglasses, and specification of the prescription of each lens. The latter is accomplished by using a computerized device which "reads" the lens and prints out the prescription. See "Volunteers of Soledad", elsewhere, this issue.] Reports from the Flying Doctors have said that the service we have been providing has helped them in every way and has made their services to the needy so much easier, they are able to help many more than was ever possible before.

With the permission of the Flying Doctors we have expanded the service to others that are also flying missions of mercy into Mexico and parts of Central America. Tom Kavamme, from the University of California in San Francisco, was given over 1400 pairs

of eye-glasses to be taken into Belize for distribution to the visually handicapped. Tom says they have plans to make this an annual trip and hope to do business with us again in the future.

With our plans to expand the eye-service into the field of lens grinding, we feel we will once again cross a new threshold that is totally new here at **SOLEDAD SOUTH**. The idea was given birth at our quarterly meeting on March 17 of this year. With backing from Dr. Richard Koleszar of the Flying Doctors, Al Christensen, Community Resource Manager for CTF, Alice Kenseler of the Monterey Foundation for Grants and Fundings and many others, we hope to have the foundation laid sometime this year. The plans are for a 20' x 40' addition to be made to the existing building making room for the new service. There are possibilities of this becoming a vocational class with credits.

Since the beginning of the eye-glass service we have averaged a little over 350 pairs of processed eye-glasses a week. This brings us to a total of just over 10,000 pairs during the last six months. These glasses will be distributed to those in need throughout many parts of the world. Glasses are being processed not only for Dr. Koleszar and Tom Kavamme, but for other doctors to distribute in Mexico, Central America, and many parts of South America. In the future, we hope our service may become world-wide.

INTERESTING TRANSCRIPTIONS

Braille Institute of America
c/o Carol Morrisson, Press Dept.
741 North Vermont Avenue
Los Angeles, CA 90029-3594

PIETA PRAYER BOOKLET published by Miraculous Lady Of The Roses, no copyright date (braille, 1 volume)

PHYSICIANS' DESK REFERENCE 1985, SECTION 2, PRODUCT NAME INDEX published by Medical Economics Co., copyright 1985 (braille, 6 volumes)

PSYCHOLOGY AND LIFE by Philip G. Zimbardo, copyright 1985 (braille, 35 volumes)

RADIO AMATEUR FCC TEST MANUAL—ADVANCED CLASS by Martin Schwartz, copyright 1985 (braille, 7 volumes)

SHIATSU by Tokujiro Namikoshi, copyright 1969 (braille, 1 volume)

CASIOTONE CT-605 MANUAL published by Casiotone Co., no copyright (braille, 1 volume)

**Braille Section of Community Rehabilitation
Industries & Associated Lions Clubs
1500 East Anaheim Street
Long Beach, CA 90813**

FOCUS ON LIFE SCIENCE (no author given) copyright 1977 (braille, 13 volumes); send letter of request for braille and number of copies or a purchase order; payment is made upon completing volumes.

**Kings Tape Library For The Blind
202 W. Grangerville Blvd.
Hanford, CA 93230**

KING OF THE CONFESSORS by Thomas Hoving (copyright 1981)
THE ROAD TO COLOSSUS by Thomas Kiernan (no copyright given)
MADE IN AMERICA by Peter Ueberroth (no copyright given) On cassette tape: to order, contact library with statement of eligibility and state request.

NEW OFFICERS/ADDRESSES

BEACH CITIES BRAILLE GUILD, INC.

Chairperson: Aleen Madsen
18245 Muir Woods Court
Fountain Valley, CA 92708
Tel. 714/968-9930
Vice-Chairperson: Ola Mae Moisio
Programs: Sylvia Schwartz
Assignments: Norma Lauder
Membership: Eleanor Waddell
Properties: Carol Kauss

MONTEREY COUNTY BRAILLE TRANSCRIBERS, INC.

Chairperson: Vera B. Phillips
21 Crandall Road
Monterey, CA 93940
Tel. 408/375-2060
Co-Chairperson: Gloria Russell
Secretary: Charlotte Tipton
Treasurer: Marie McCrary

BRAILLE SECTION OF COMMUNITY REHABILITATION INDUSTRIES AND ASSOCIATED LIONS CLUB

Chairperson: Bertha "Berti" Ancheta
1500 East Anaheim Street
Long Beach, CA 90813
Tel. 213/591-0539

BRAILLE TRANSCRIBERS, SACRAMENTO NORTH AREA

Chairperson: Elizabeth Schriefer
751 El Encino Way
Sacramento, CA 95864
Tel. 916/486-9242
Vice-Chairperson: Muriel Bright
Secretary: Catherine Rothhaupt
Treasurer: Shirley Eller

LUTHERAN BRAILLE WORKERS, INC.

Chairperson, Board of Directors
Virginia Wulfestieg
P.O. Box 5000
Yucaipa, CA 92399
Tel. 714/790-2901

RECORDING FOR THE BLIND, INC., LOS ANGELES UNIT

Chairperson: Lynn Reitnauer
1305 Waverly Road
San Marino, CA 91108
Tel. 818/449-4791
Vice-Chairperson: Irene Nevil
Secretary: Mrs. Charles Edmondson

SIXTH DISTRICT, CALIFORNIA STATE P.T.A., BRAILLE TRANSCRIPTION PROJECT, NORTH BRANCH

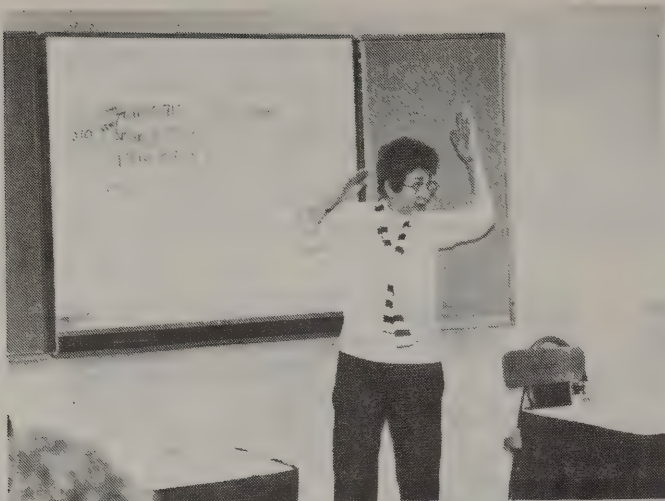
Chairperson: Margot McCann
11570 Buena Vista
Los Altos Hills, CA 94022
Tel. 415/948-7824

TRANSCRIBING MARINERS

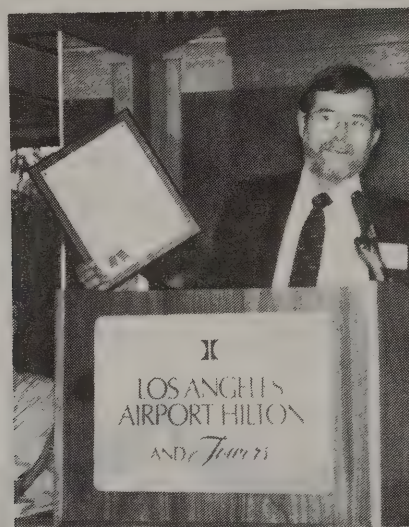
Co-Work Person: Margaret Glaeser
Co-Work Person: Viola Von Bergen

C T E V H
CONFERENCE
X X V I I





**SEEN
AT
CONFERENCE**



1986 CONFERENCE REPORT

We shifted a lot of gears at the 1986 CTEVH Conference held at the beautiful Airport Hilton Hotel in Los Angeles. It was a great Conference and we wish to thank publicly the complete conference committee—mostly old pros—for their superb teamwork and know-how. They did it all!

Some memories swirl to the surface when conference is mentioned. Attendees were exhausted and exhilarated and no wonder! There were 68 workshops involving 133 chosen leaders and panelists. There were 17 exhibitors' presentations and 39 exhibitors. Six hundred registered, coming from several provinces in Canada—even Nova Scotia—Washington, Oregon, Hawaii, Arizona, Nevada, Colorado, New Mexico, Texas, Kansas, Ohio, Kentucky, Illinois, Pennsylvania, New York, Florida, the District of Columbia, and California, of course.

Workshops were a heady mix covering every possible interest from "Beginning Braille Music", through "Functional Curriculum" to "Parents—A Slice of the P.I.E." Co-Chair Carol Morrison reports that the largest transcriber-oriented workshops were Lou Ella and Norman Blessum's "Micro-Braille" and Bettye Krolick's "Tips for Edit-Users". Co-Chair Frank Ryan felt that the largest educator-slanted workshops were probably "Degenerative Eye Conditions" with Helen Harris, "Functional Vision Assessment" with Joy Efron and "Orientation and Mobility—Not Always One to One" with Gary Schrieves. There were others, of course—many others!

Special events included Bettye Krolick's "Introduction to Computer-Assisted Braille Transcription. . ." and Jamie Dote Kwan's "How Do I Get My Computer to Talk?"—both held off-site at Cal. State's computer lab and both turned folks away.

Another event was Jack Hazekamp's slide presentation of VH Education in China. The Thursday AM tours stretched to Braille Institute, Frances Blend School, and the Foundation for Junior Blind.

Traditional events started with Friday morning's General Session and anyone who missed it is to be pitied. Joy Efron welcomed attendees with humor she claimed she didn't have, and with charm. Bettye Krolick's presentation on "What New Technology Means to the Transcriber, Educator, and Consumer" was positive and exciting. Frank

Ryan's reading of the LATVI/LIDAC "Statement of Educational Needs of Visually Impaired Students" was thought-provoking for everyone. And his Liz Taylor joke was not to be denied.

Traditional social events were especially festive starting with the wine, punch, and "Fred's nuts". President's reception—a happy, noisy time while we all caught up with each other. The Friday night banquet was a delicious delight highlighted by Aikin Connor's erudite presentation of a surprise CTEVH Award to Sally Mangold and by TV and stage star Jeffrey Tambor. (He's the judge on "Hill Street Blues"). Jeff is starring in the new TV series, "Mr. Sunshine", in which he portrays a blind college professor. It's a funny, funny show and we were treated to one full segment which was displayed on a huge screen.

The conference ended with an awards luncheon on Saturday. Sharon Ferguson from Bakersfield was the excited winner of the Katie Sibert Scholarship. Fred Sinclair gave Joyce Van Tuyl a glowing tribute with a CTEVH Award and Cathy Rothaupt caught Betty Schriefer completely by surprise with a third CTEVH Award. Robert Dodge turned over the presidential gavel to Jane Corcoran after Betty Schriefer had installed the new officers. And Conference XXVII closed with Jane O'Connor's honoring Edward Albert for his natural and very human blind boy in the movie, "Butterflies Are Free". We were sad to leave but look forward to Sacramento in '87.

Warm memories include: the Hotel's Conference Manager—young, handsome and so hardworking he ordered fencing for the guide dog area so that they would be safe at night.

The over-trained maid who wouldn't let Fred walk up the stairs one floor from the VIP lounge to his room for fear he might fall.

The bustle of the A-V equipment team racing to keep the workshops supplied with the exotic equipment requested.

The gift-wrapped coffee pot and goodies smuggled into the hospitality suite by Rose "never-break-a-rule" Kelber.

The smiles worn by the Palms, Bill and Estelle, who should write a book on registration proceedings.

T'was a happy time for all.

Jane O'Connor and Fred Sinclair
Conference XXVII
Co-Chairs

WHAT NEW TECHNOLOGY MEANS TO THE TRANSCRIBER, THE EDUCATOR, AND THE CONSUMER

[Bettye Krolick, the Conference Keynote Speaker, is Chairman of Computer-Assisted Braille Transcription and President-Elect of National Braille Association. A long-time, active CTEVH member, she has contributed articles to TCT and conducted workshops in the areas of music braille and computer-assisted braille transcription. She says her main claim to fame is that she was the first to have a program to produce braille with a home computer.]

Thank you very much. I thought and thought about how I could possibly come up with a joke about Fred Sinclair, and I'm delighted I couldn't think of one. Fred is applauding. It's exciting, isn't it, to be attending the 27th conference of CTEVH? This is a tremendous organization and a tremendous conference. Most exciting to me is to be involved in some little way in the technology of today that's transforming the services we can provide to the visually impaired.

What does technology mean to the transcriber, the educator, the consumer? Over the past year I've had the privilege of traveling over the country quite a bit, helping train people who are beginning to use computers for transcription and talking to educators about the possibilities of technology. I've gone from coast to coast and I've seen some of the patterns. I've put together a little list of words about what technology means.

Fred and the Conference Committee decided to call this Shifting Gears and that's a very smooth way of saying that we have to make changes, so I put "change" first on my list. Second on my list is the word "frustration". And third on my list is the word "expense". Fourth on the list is "extra work". And I am seeing heads nodding - you all know about these things. And then we have finally the "results" and the "rewards".

I'd like to look at these quickly in terms of the common experiences I've had across the country. This business of change: that time worn phrase " . . . but we never did it this way before," has gotten a terrible beating the last couple of years. I used to correct a braille error, or even a braille typo by rebrailleing an entire page of braille and holding my breath the last few lines on the page for fear I'd make a typo and have to start over again-and I did. My goodness! Now I make the correction in a flash and spend the next ten or

fifteen minutes brailleing the next page instead of rebrailleing the last one. And I sure am never going back to the old way if I can help it!

Last Spring quarter I received a phone call from a teacher at the Voc-Tech Center in Fort Collins, Colorado, which is my home. She said, "I understand you work with the visually impaired and know something about technology. We just had a young blind man sign up to take the Computer Literacy course and I've arranged for a reader so that he can read what's on the screen. Is there anything else I should know to handle this individual?"

They were using an Apple Computer so I immediately mentioned that if he used the Echo Synthesizer he could have direct contact with what was on the screen. "Oh no," she said, "I've got the reader all lined up and I know my department doesn't want to spend any money," and she hung up very soon after.

This fall she called back and there was a little more urgency in her voice. She said, "He signed up for Computer Programming. Do you know any more readers so we can help him do his home work as well as be in class?" And of course, I again mentioned the Echo Synthesizer. She said, "No, no, I've already checked with my department and they said they won't spend any money on anybody that's blind taking computer programming because they could never get a job anyway."

Okay, I got my back up. I showed up at the Voc-Tech Center and I said, "Here is my Echo Synthesizer. Take it and try it. And besides - he CAN get a job!" I started naming names and places and so on. And I think I really convinced her.

At the end of that quarter I was delighted when I got another phone call and she said, "You may come get your Echo Synthesizer. Thank you very much. We - our department - has purchased two of them in case somebody else comes along." So there - they never did it that way before, but they sure ain't going back to the old way again!

Frustration. Change always has its frustrations. As I travel around the country, though, to these different groups that are getting involved in this, I heard two quite different types of frustrations expressed more than once. Now the first expression of frustration comes after I've been picked up at the airport and as we're driving to the hotel

or the meeting center. It usually goes like this. "Oh, Mrs. Krolick, we're so glad you came! You know we're way behind out here." (And I've been very interested to discover that "out here" means New York City, Seattle, Washington, and every place in between.) People have heard about these wonderful things and, of course, they know lots of people that do not yet have these wonderful advantages and they feel like they're really way behind. So I take a few minutes and I say, "The reason you've heard about it is because (you know newspapers - I get real disgusted with them the only thing they'll publish is something that's so unusual that we usually read about who killed whom and who's fighting whom) every once in a while we get a little article about some marvelous technological advancement for the handicapped. A blind man with no use of his arms or his legs can now run his own business. Thanks to the development of a computer switch that works with the flick of an eyebrow and attaches to a voice synthesizer he can now run his own business. Well there's some factual information there. The technology's been developed. It's been applied to his situation - but the reason he can run his own business! I mean, it leaves you with the impression that EVERY blind man with no use of his arms or legs ought to be running his own business! You and I know that technology has been an assistance and made it possible for him to use his intelligence and his business sense and his knowledge. And that's what we want technology to do - provide the assistance.

So, I reassure people, you're not all that behind and the minute you get involved you're going to be a leader and people are going to come to you. And that's what's happening here in California. This Conference, these people, these exhibits, these workshops, you soon are going to be just the greatest leader in the country and you will have people coming to you from all over for help. I really commend you for it and I'm tickled to death to be a bit of a part of it.

The second common frustration I've heard is totally different, and this doesn't occur when I first arrive. This has occurred at the end of practically every session that I've done on Computer-Assisted Transcription. This takes the form of an older woman who kind of hangs around (she's the last one to leave after other people are gone). She says, "Oh Mrs. Krolick, that was so interesting! Of course most of it went right over my head. I didn't understand it, but you make it sound so exciting." And then her voice drops and she says, "It just makes me a little bit sad." She says, "You know, I've been brailleing for 25, 30 Years and

I've really gotten quite good at it. I can do textbook format and all and you're not going to need me anymore, because . . ." and it ends either one or two ways. Either, "because I can't afford a computer," or "because I'm too old to learn about computers." Hogwash! on that last one. I gave my mother a Commodore Computer on her 80th birthday last September and she's thrilled to death.

And besides, I have a message for anyone in here that feels they're not going to be touching a computer. I want you to tell all your friends that feel that way, and there are many: You will not have a chance to stop brailleing - whether or not you ever touch a computer! Along with this revolution in the amount of braille we can produce is an amazing change in the amount of braille that is being requested. You will not have a chance - your services are needed.

There are other frustrations, of course: How to find out what's available. What will I need to know? What exactly should I order? When it comes how do I put it together? What is Baud rate? Interface? That new language? My dear friends, you are in exactly the right place, at the right time. You have the opportunity here to get lots of answers. And if you don't care a bit about talking about technology, do me a favor and just get curious and hang around. Now I'm not trying to twist your arm behind your back. I know that over the next year people are going to be talking a lot about technology and it'll be kind of neat if you've hung around the exhibits and all to be able to say, "Oh Yeah, I saw that. No big deal." When I started, I honestly thought "cursor" was a bad word. I kid you not. Yes, and a "blinking cursor" was much worse. So I found out they don't bite and they don't really swear at me and I've discovered I can live with it.

My next point is expense. And that's something that concerns us. Computers and computer equipment are expensive. But it's kind of interesting what's happening in this area. Have you noticed that the cost of computers is coming down? Drastically! Those of you that are after grant money and donations (this money is hard to get now-a-days and how well I know trying to help NBA get some of these monies and grants and donations): if you're asking for computer technological equipment, it's a little easier to get. "Ooooh, you're going to use the computer to help the blind. Well, we'll see what we can do." That seems to be the attitude in general. People are interested in anybody that's interested in updating and getting involved in real technology.

One year ago this month, I went to St. Paul, Minnesota. Their state services had received a grant for two Thiel Embossers, and ten IBM Personal Computers, which they were placing in the homes of their ten top-producing volunteer transcribers. They had me come in and train these people on the IBM for two days to get them all started. Now this was one year ago and there's been a big difference in this one year period. These people were so scared of a computer! I mean, one lady wouldn't even take hers home at the end of the two days! They were smart; they had me train 14 people for these 10 computers. One lady and one man out of the group really took to it and they learned how to use that Blessum Program immediately because it really is easy to use. The others were still so trembly and fearful at the end of the two days I wondered if I'd really blown it and I wasn't sure what they would produce. I really hadn't heard from them, so last week, when I was wondering, "What on earth am I going to say next Friday morning?" I called Katy Hulk, the head of technical services for the state of Minnesota. I said "Katy, how's it going? Are they really beginning to produce braille using computers?"

"Oh, Bettye, for heaven's sakes, every one of them is turning out from two to three times as much braille as they ever did before! And," she said, "we've got 25 more computers on order. Tandies, this time."

And she went on to tell me that as soon as all these people are computer users they will have computers in the hands of the people that produce 90% of the braille for the state of Minnesota.

And I said, "Now wait a minute, Katy. If the first group are producing two to three times as much and you can expect that from the others aren't you going to run out of things to do? And how do you justify this expense?"

And she said, "Now look - the expense has already been justified. The people that provide the money are so pleased with what we have accomplished with the first group of computers we had no problem getting the rest of them." She said, "Furthermore, there's no way we'll run out of something to do." She said, "We discovered that, for instance, the college students in the state would tell us they needed two books per semester because they knew there was no way we could provide more. They picked out the two they needed the worst. And now they're coming forth with what they really need. And we're swamped."

And that's what I referred to earlier. We're seeing that all over the country. People heard that it's now available and they're requesting it.

More about this expense business. I'm very interested to know that over 500 programs have been sold that help people produce braille by personal computers. These are direct transcriptions, not counting translation programs and so on. Most of these programs have been sold to people who have gone out and purchased their own computers. They're willing to spend some money in order to be more efficient and produce more. But there's also another angle to this expense thing. We've had a program for the Commodore 64 for a year and there's been very few takers. And the only reason I can figure out is that people are aware that the Commodore equipment costs only \$300 (or I hope they're aware of it) and the program itself costs only \$25. They apparently figure it's too cheap - it won't do anything. The people who are sitting here and are coming to this conference are the people who can afford to stay overnight at this hotel and they may not be concerned about paying more than a \$1,000 for a personal computer, but I want you to spread the word back home to the many, many transcribers who perhaps really cannot afford to spend \$1,000 that the Commodore Computer does it and does it well.

I found out last week that a man in Sussex, England - Professor Don Rogers - is using his Commodore 64 to prepare Bibles in Russian braille to send to Russia. He had requests for 600 Bibles, which made it worthwhile to put it on computer disks so he could run it off 600 times. After he completed the first two testaments and send them to Russia for approval, they wrote back and said, "We want a thousand." So he has a corps of volunteers and they're using the C-64 Commodore Computer. You can do Russian, you can do English, you can do textbook format, the program does Nemeth, it does music, so you don't have to spend all that money. Expense turns out to be a factor, but not a stumbling block. It really doesn't seem to be getting too much in the way.

Okay, we're almost to the results and rewards, Next on my list is extra work.

Yes, it takes extra work to find out about new things: to study the needs of individual students, to learn new vocabulary, to learn how to use these new things. But nobody in this audience is scared of extra work! You educators do extra work for your kids everyday. It's a question of priority

- which extra work will you do? Transcribers - my word, let two blind braille readers move into a school and of course it burgeons the amount of braille that's necessary and everybody rises to the challenge. We love challenges. Extra work is maybe a little problem, but extra work is what we live on.

So we can talk a bit about the results and rewards, which, of course, we've been hearing about all the way through in every workshop at this conference. I was out in New Jersey just back in August training people out there for two days. I checked in with Pete Rossi (who's here from New Jersey) and he says Jane Benti reports two to three times as much braille being produced. Pete is leading a workshop session this afternoon called "One State's Success Story." I thought sure he was going to talk about the braille transcribers. "Heck no," he says, "They're getting along fine. They've got it licked." What he's going to talk about is the technology center that he's been able to put together and I presume it's very similar to the Braille Institute Technology Center I wish I'd had a chance to see, where they bring in tools and connect them, "interface" them (or connect them to other tools), and find out what works best and how you put it together. He has two people running his center. One is an educator, the other a vocational rehab. person. So they judge these things from both angles, which is very important. They provide training workshop sessions like the Braille Institute. This equipment is available then for other people to come in and look at and so on.

Now, New Jersey is a long way away. But Pete has gone a step further - a very important step. When they get information, they then put it together in what he calls "memo outline form," step-by-step. I was reading one of them last night. "Put the computer next to this, put the cable from A to B." You know just exactly how to do it. He provides these memos in braille and in print, and gets them to everybody that needs them. And he's brought a dozen of these here as handouts for those lucky people who are going to his workshop this afternoon. Some of them have to do with computers in general, some of them have to do with specific equipment - information about braille, large print, audio. The one that intrigued me - that I think will be very practical - is a listing of interactive games that can be played with talking computers. This is real sharing and caring - to bring this across the country. But, there is a lot of sharing and caring in this room and at this conference.

I'm fortunate enough to know personally some of these programmers and producers. And I can tell you that these are just honestly wonderful, concerned people. Don't ever feel that you don't really know enough to ask questions or talk to some of these computer-knowledgeable people. They're eager to talk with you, to answer your questions, to explain things at your level, whatever level this is. Also there's another angle to talking with them. When you talk to them about your particular interests, your particular problem situation, they may come up with a new solution. You may get them started on a new program, or a new development. I've discovered what they say about computernicks is really true. Computernicks are people with lots of solutions and they really enjoy finding problems to put their solutions to. I've seen this happen, so talk to them. Tell them what you need.

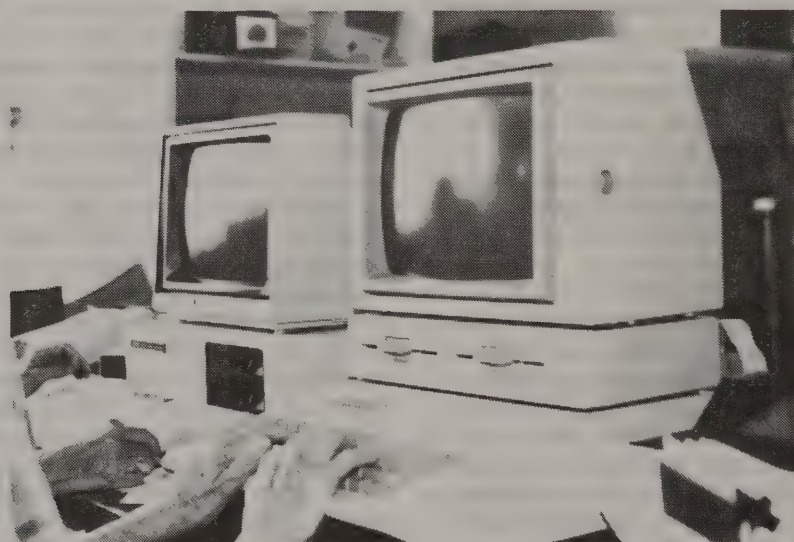
Okay, I've given you a bit of overview, as I've seen it, of working from change to results and rewards, but I'm not done yet. At this point I get on my soap box. And that concerns braille in particular. We're going to have more braille, we do have it, we're seeing it coming in many ways - through not only transcription programs, but translation programs and machines that read materials and put them into braille. Paperless brailers that can bring material in from information services over a telephone modem and have it instantly available in braille. I want to go back one more time to the fact we're getting all these requests. Those of you that are involved with the CompuBraille Program in CTEVH would be interested in what our production figures have been with NBA. Our setup, our output center, was begun in 1984 when people were just getting into Computer Braille and we put out over 8,000 pages of electronic braille that year, the year 1984. In the last six months, we have produced over 38,000 pages of electronic braille. Now, you're starting much bigger here because more people have them already. Claudia Nichols tells me that you've put out more than 8,000 pages just in the first few months. So you're going to see a tremendous growth. But along with the growth in electronic braille, we're getting so many more requests for braille that we have more production than we've ever had from thermoforms and Perkins Brailers. We produced 177,000 pages total in the last six months, which is more than we produced in the entire year before! So again, I say, whether or not you touch your computer, you will be needed.

Okay, the availability of all this braille is great.

But my concern goes beyond that. My fervent hope is that this interest in braille revival and this continually increasing availability of all types of braille will trickle down in a big flood to the place where it's needed the most, and this is in teacher training programs at the college level and to teachers in the field. I know from my travels about the country that many youngsters are getting short-changed as braille readers. They will never be able to use the materials and the technology if they have not been taught good reading and writing skills. The teaching of braille needs a big boost in many, many school situations. If technology can help more kids learn braille, and more teachers see the practical need to teach good reading skills, then technology will be a huge success to the consumers as well as to the transcribers and educators in this field.

Dr. Marie Nolton, at the University of Minnesota, requires her college students in vision education to prepare a part of their braille lessons using the Holladay program, and part of their braille lessons using the Stepp program. She's bringing technology right into the classroom along with a healthy respect for the necessity of laying a good foundation in braille literacy.

Friends, we're seeing change. We've seen some results and we realize we've only begun to tap the potential. My particular dream is to see it affect the teaching as well as the use of braille. Whatever your dreams are for technology, keep them alive and pursue them fully. And may the vital assistance of technology help all our dreams come to pass. Thank you.



**CTEVH CERTIFICATE OF APPRECIATION:
SALLY MANGOLD**

I have been privileged in recent years to be asked to present awards to some very special people who have made extraordinary contributions to our organization - CTEVH - and to the field to which we are all dedicated - the education of the visually handicapped. Tonight I am once again allowed to bask in the reflected glory of one of our most accomplished members who has contributed to the visually handicapped not only in California but in other states and other nations.

Because, as usual, I make this presentation in the face of massive post-prandial let-down - we all ate too much, I'm sure - I will resort once more to the scheme of developing ever-heightening suspense to keep you awake. Successive clues to our awardee's identity are designed to hone your interest and to make that person increasingly uncomfortable.

Clue Number One - She was born outside of California, but moved here as a child. Not much of a clue, since many or most of us were born outside of California. But not all of us are referred to as "she".

Clue Number Two - She was born in the Midwest, moved to the Bay Area as a child and began and completed her formal education there.

Clue Number Three - She was born in Illinois, moved to the East Bay, where she studied piano for many years, was educated, and taught in a resource program there.

She knows who she is now! Do you see anyone who looks uncomfortable?

Clue Number Four - She was born in Illinois prior to World War II, became blind as a small child, went to the California State School for the Blind (then in Berkeley), was graduated from Oakland Technical High School, received her Bachelor's degree and teacher's and administrative credentials from San Francisco State University, and taught in the elementary resource program in Castro Valley for fifteen years, where she also taught volunteer braille transcribers.

Clue Number Five - For those who need it - she is married to a former CTEVH Board member and teacher in Castro Valley, received her Ph.D. through the joint doctoral program at University of California, Berkeley and San Francisco State, served two terms on the CTEVH board, herself, and is currently on the Katie N. Sibert Memorial Scholarship Committee.

By now, surely, everyone knows we are talking about "our gal, Sal" - Sally Mangold, Professor of Special Education at San Francisco State, author of numerous books and articles on teaching braille reading and the education of the visually handicapped. Always ready, willing, and more than able, she has done workshops and made presentations year after year at CTEVH Conference as well as in Idaho, Connecticut, Colorado, Nebraska, Michigan - to name a few other states - and Canada.

She was keynote speaker at the Helen Keller International Centennial Congress in Boston in 1980 and at the Fourth Canadian Interdisciplinary Conference on the Visually Impaired Child in 1982. In 1972, Sally represented CTEVH at the International Conference for the Education of the Visually Handicapped in Madrid.

Not only has she served on numerous CTEVH committees and conducted workshops over the years, she directed and was the life-spark of the CTEVH reading camp at the School for the Blind last summer.

She is pretty, cheerful, bright, good-natured, considerate, and lots of fun. She lights up every group she's in - I've had a crush on Sally for years, Phil - I may as well admit it.

So tonight it gives me the greatest pleasure to present to Sally Mangold, "For her outstanding contribution in the field of the visually handicapped and for her distinguished service to California Transcribers and Educators of the Visually Handicapped" this CERTIFICATE OF APPRECIATION.

Aikin Connor

REPORTS FROM CONFERENCE XXVII (Los Angeles, 1986)

(Workshops Nos. 101/201, 105, 307, 308, 309, 310, 401, 407, 509, and 605 are reported here. Other workshops will be reported in subsequent issues.)

MICRO BRAILLE PROGRAM USERS, Workshops #101 & 201

(Leaders: Lou Ella and Norman Blessum, CTEVH Computer-Assisted Braille Co-Specialists)

An eight-foot video monitor was rented by the Blessums, which made it possible for everyone in the room, even in the last row, to be able to see the braille dots clearly.

How files are run off a continuous feed embosser was demonstrated. The Micro Braille Program pre-sorts the files in a sequence order. This is the order it will come out on the embossing machine, when doing the whole disk at one time.

It was suggested that when you are making BIG corrections to make a copy of the disk to work with in case it doesn't come out the way you planned.

After doing F7 function to put in a corrected page number, subsequent braille page numbers can be corrected by hitting F5 on line #1, providing you are using a Running Head.

When part way down a page you can put in Running Braille number without going to 25th line, by using F1 function.

Use F5 to enter heading and/or page number after page 10 of file as it does not go in automatically. It is suggested that you keep files consisting of 10 braille pages. Exception would be a newsletter or similar short assignment of fewer than 20 pages.

If you delete the last page of File, it will go back to the message PAGE TO EDIT? Don't forget to SAVE or else when you go back to File again the last page will still be there.

You can use F1 function to see full br1 page if part scrolled down.

You can use ALT 8, 9, 0 Function using down arrow to retain format.

Be sure to check your braille lines after inserting pushed off characters to make sure the spacing

between words is correct. Also, if not sure there are characters pushed off, put cursor in last cell and hit right arrow key. To return to normal hit left arrow key.

When pushing lines off to a blank page, you need only to hit F9 once, otherwise hit F9 for as many lines that were pushed off.

Filenames: Use ONLY letters, numbers, hyphen, or dash.

After finishing Vol. 2, call up File of Vol. 1 that has Preliminary Pages in it, and rename (after hitting "S" for SAVE, and before hitting ENTER) File for Vol. 2. Then you can correct Title Page for Vol. 2 info and insert or delete pages as necessary. This just makes a duplicate file and does not erase anything.

If you hit "Cap Lock" by mistake—just hit again to get back to normal six-key brailleing.

When making Preliminary Pages, it is worthwhile to put in Running Head, as all the rest of the pages need it after the Title Page. Also use ALT-F1 function to put in Running Braille number and add the "p" by hand.

Easiest way to correct Running Head: rebraille Heading after question HEADING WILL BE. Then go to first braille page and redo F7 function for correct page number. Correct braille page number with corrected Running Head will appear. On succeeding pages, just hit F5 on 1st line of each page.

To see directory of another disk, get the message <L>OAD on screen, put in new disk and hit <L>.

Lou Ella and Norman Blessum
CTEVH Computer Assisted Braille
Co-Specialists, South

THE BEGINNING MUSIC BRAILLE TECHNICIAN, Workshop #105
(Leader: Georgia Griffith; Panelist: Elinor Savage)

This session began at 1 p.m. on March 20 with introductions of the participants. Then, the following topics were discussed: the writing of braille music on one line rather than on a staff; the formation of note names and time values; the use of octave signs; intervals and chords; and the numbering of measures.

Next, simulated braille examples of a beginning piano number were discussed. It was noted that the writing of words to the tunes in piano books differs from the writing of vocal music. Vocal music is written line by line - a line of words and a line of music alternate. In music for pianists, words to be sung are written in poetic form at the beginning of the number.

It was also noted that in braille, measure numbering

SELF-MADE RECORDINGS: TECHNIQUES FOR THE INDEPENDENT RECORDING TRANSCRIBER,
Workshop #109
(Leader: Leslie Burkhardt, CTEVH Recording Specialist)

This workshop demonstrated the technique, organization, materials, and equipment that can be used to produce good quality cassette recordings to benefit individuals or small groups. It was designed to encourage independent recording projects made by volunteers, instructors or classroom aides. The framework of the talk was an instructional booklet prepared especially for the independent recording transcriber.

The first topic discussed was the equipment and materials of the independent recordist. The emphasis was on relatively inexpensive, readily available equipment. Guidelines for the selection of a cassette recorder and cassettes that would be most suited to the purposes of the independent recordist were presented. The importance of using a reading stand was stressed; two different types of stands were available for inspection. Titles of basic reference works necessary for accurate, authoritative transcription were given. Other recommended materials included routine maintenance items and proper mailing containers.

Each section of the booklet touched on a particular element of the recording process. Formatting and record keeping procedures were demonstrated using the fill-in-the blank sample forms in the booklet. Recording objectives and the practical

begins with zero if the first measure is incomplete.

Various types of repeats peculiar to braille were discussed.

It is impossible to teach the entire course in a short session. Therefore, those interested in learning more were advised to enroll in the Library of Congress Certification Course and were given directions for making the contact.

HOW TO READ AND TEACH BRAILLE MUSIC by Bettye Krolick was recommended for the parent of a blind child.

I feel that the session reached its goal: to introduce braille music and present some of the highlights.

aspects of achieving these goals were also discussed. Routine maintenance procedures were outlined. Towards the end of the workshop, fundamental concepts of oral interpretation and figure descriptions were briefly outlined. Throughout the discussion, the need for awareness of the many different components that shape a recording project was emphasized.

This booklet, titled Have Cassette, Will Record: Techniques for the Independent Recording Transcriber, is available to anyone who might benefit from it. It should be useful to the more casual, beginning, or intermittent independent recordist. This might include instructors making occasional instructional cassettes for class use. Braillists, too, might find that recording would be an interesting and more appropriate alternative for certain transcribing projects. Reading disabled individuals, instructors, and coordinators of established recording programs may wish to keep copies on hand for bewildered friends, classroom aides, or homebound volunteers who are beginning recordists. Please contact me at Braille Institute, and I'll be happy to send you a copy.

"FEELINGS: THE KEY TO THE FUTURE", Workshop #307
(Leader: Nancy Chernus-Mansfield, M.A.; Panelist: Marilyn Horn, LCSW)

The Workshop began with an introduction by Executive Director of the Blind Childrens Center, Nancy Chernus-Mansfield. Nancy introduced herself and briefly described the services offered by the Blind Childrens Center in Los Angeles. The Center offers help to all family members at the time a diagnosis of visual impairment is made. Services begin at birth and are available until the child is ready to enter public school. A short video presentation followed which illustrated the program at the Blind Childrens Center. The videolog primarily illustrated the approach and philosophy of the Center.

Marilyn Horn then introduced herself and described her training. She expressed her gratitude to the parents of the children of the Blind Childrens Center who, for the past ten years, taught her so much. Marilyn then presented from the parents' point of view the feelings they experience regarding a diagnosis of visual impairment.

Marilyn said that the Blind Childrens Center tries to create a comfortable, safe, non-judgmental environment where parents can discuss how they feel. The Center's point of view is that parents are healthy people who are dealing with a tragic reality. She said that it is expected that parents will be experiencing a lot of difficulty and puzzling emotion. The Center works with parents to validate their feelings and reinforce the idea that these feelings are normal, healthy, and appropriate. Marilyn discussed a variety of services that are offered at the Blind Childrens Center that encourage parents to express their feelings; namely, group meetings, talking with people on the staff, and talking with Marilyn. Most importantly, parents have lots of opportunities to talk with each other.

Marilyn went on to discuss the feelings that we all experience when learning that we were expecting our children. She said that for most people it is one of the most exciting, joyous experiences a person can have. She asked the audience to try to imagine having all those expectations and then finding out that the baby had a serious impairment. She said that this is a crushing blow that is totally shattering for most people. She said that a parent experiences a terrible sense of loss when a child is born with a disability. What the parent has lost is the anticipated perfect child. Loss is the hardest thing that human beings experience. When we lose something we value,

we grieve for it. Grief is a very difficult emotion, but it's the grief process that enables us to deal with the loss. The grief process enables the parent to detach from the imagined perfect child and to reattach to the actual child that they have.

Grief consists of a number of emotions. One can predominate or several feelings can exist at the same time. These feelings include denial, anxiety, anger, guilt, and depression. Marilyn described each of the above feelings and gave examples of each. She went on to say that people grieve in different ways and have different styles. These emotions are not separate and can be mixed up. They can come with such painful intensity that some people feel that they cannot go on. Of course, these emotions place a great strain on the individual, the marriage, and all important relationships. This grieving or mourning process is necessary, however, because it is through this process that we cope with loss.

A videotape, entitled "What About Tomorrow", was shown in the next part of the Workshop. This videotape demonstrated the feelings that Marilyn had described. The tape presented many parents talking about the feelings they had about their handicapped children. The parents represented a cross-section of handicapping conditions, but the emotions that they expressed were all the same.

Following the tape, Nancy explained a role-playing exercise we were to do that would illustrate the feelings being discussed. At the end of the role-playing exercise, techniques were presented to enhance the relationship between parents and professionals. Each conference participant had the opportunity to play a parent in one situation and a teacher in another. The discussion that followed was focused on the feelings that each person had in his/her role. The consensus was that as parents, the audience felt overwhelmed and often not understood. As teachers, the audience expressed feelings of frustration and difficulty in getting the parents to understand.

We ran out of time to have the full discussion at the end of the role-playing exercise. Nancy briefly stated that at the Blind Childrens Center, the approach that is the most successful in dealing with parents is one that has three major components:

(1) approaching the parent in a non-judgmental

fashion; that is, not judging the goodness or the badness of what is being discussed; (2) approaching parents with empathy; (3) treating the parent and child as one unit rather than trying to separate the feelings and importance of each. At that

point, we had to stop. "Heart to Heart: Parents of Blind and Partially Sighted Children Talk About Their Feelings" booklets were made available to all participants, and the workshop concluded.

VOLUMING A BOOK IS FUN, REALLY, Workshop #308

(Leader: Lou Ella Blessum, CTEVH Computer-Assisted Braille Co-Specialist)

Make a rough draft of Title Page. Check the inside print Title Page. The cover does not always have all the information. Check copyright information page for date and publisher.

Check Contents to see how the book is sectioned. It is important to try and make volumes at new Sections or Chapter headings, if possible. It will help to make the right choice if you know where main and subheadings begin. Try not to divide too much for Continued Headings from volume to volume.

Make a photocopy of the Contents. After you have decided where to make the breaks for each volume, you can then cut up the Contents and paste the chapter headings on a separate page, marking in between, Volume I, Volume II, etc.

Go through the book and decide how you should handle headings. Always mark in pencil in case you change your mind.

Braille a full print page to see how many braille pages it takes. If there are any changes in print format in the text, braille a page to see how much space it takes. Make a list:

Full print page = 2 braille pages, 11 lines

Chapter page = 1 braille page

Pages with small print = 4 braille pages

Watch for pages with two columns of information—it will take more space to put all at margin.

Braille one page of Index. If one braille page takes 2½" of print, you can then measure off all columns of Index to estimate how many braille pages it will take and if it should be in a volume (or more) by itself.

In the first volume be sure to allow for all preliminary pages to be added at the beginning of the volume—Title Page, Full Contents, Special Symbols, Transcriber's Notes, etc.

Sometimes the preliminary pages can take a whole volume by itself, or maybe a good 25 braille pages

of the volume, which leaves only about 50 braille pages of text for the first volume.

Be sure to read through the Introduction and/or Preface to see if there are any special symbols used with explanation. Or things in Italics or such with a specific meaning in text. You may decide to put these on a T.N. page or Special Symbol page before each volume instead of depending on the reader to remember, and have to refer to Volume I to refresh his memory.

If there are many changes in print format with different spacing, keep your volumes smaller to allow for over-estimating a volume. Sometimes small print in the text will throw your original estimate of 2½ braille pages per each print page off.

Try not to make any volume over 75 braille pages. This will give you an error margin about 20 pages. If it is a pretty straight uniform print of say 2½ braille pages, you can feel freer to estimate a little higher.

Many have commented to me after receiving a volume of a book I have set-up, how nice it is to have the print pages marked for placement of headings, blank lines to be made, indentation, etc. Actually, this is a necessity if you expect the book to be consistent at all.

After all, you are the one who is looking at the book as a whole and can get a better view of how things should be placed for the best readability. Printers seem to manage to vary the format of the same type of information in different chapters.

Especially, be careful when you start deviating from the print copy. For one thing, it's harder to remember how you did it before, if you're not following print and have not worked on the assignment for a while.

For instance, if you are working on a book that has a lot of phone numbers in it and the author has put the Area Code in parentheses, it is best to follow copy for a number of reasons:

1. If your work is being copy-held with the proofreader, there won't be any confusion as to what the copy-holder is seeing and what the proofreader reads.
2. If you do decide to change the print format and not use the parentheses, and just hyphenate. In the example,

213-555-5555, you would have to carry the whole number down to next braille line. Otherwise, you might have room to put "(213)" and the rest of the number on the next braille line. This is especially true if many phone numbers are used in regular paragraphs.

ORIENTATION AND MOBILITY INSTRUCTION: NOT ALWAYS ONE-TO-ONE, Workshop #309

(Leader: Gary Shrieves, O & M Specialist, California School for the Blind; Panelists: Leanne Lauren, Nita Crow, and Francey Kuizenga, O & M Specialists, California School for the Blind; Linda Alexander Myers and Toni Provost-Hatlen, O & M Specialists, Living Skills Center for the Visually Handicapped)

This workshop was designed to illustrate some of the special advantages to Orientation and Mobility students that are possible when at least a portion of their lesson time is devoted to instruction in small groups. A number of ongoing group experiences have been attempted with success at the California School for the Blind in Fremont and the Living Skills Center for the Visually Handicapped in San Pablo. Among the advantages that we have observed in our collective experience are: (1) group classes can be efficient in that they enable O & M instructors to present certain types of information to several students at a time rather than exclusively on a one-to-one basis, (2) lesson material presented during individual lessons gets reinforced in group lessons, (3) deficits in a student's level of understanding are sometimes revealed in a group setting and may then be remedied on a one-to-one basis, (4) students tend to influence each other in a positive way in a group setting, comparing their levels of knowledge and skill with others in the class and motivating each other to improve, and (5) O & M classes provide a forum for the sharing of funny, frustrating, or frightening O & M experiences, which helps to reassure students that their difficult experiences are neither uncommon nor impossible to handle.

Group O & M experiences at the California School for the Blind include instructors working with classroom teachers and aides in classes of young multihandicapped children, and also the team-taught O & M Seminar and Deaf-Blind O & M Group. The classroom O & M instruction with young children imparts body awareness/coordination, O & M concepts, and very basic O & M skills while simultaneously inservicing the classroom teachers and aides and providing encouragement for them to incorporate O & M skills into daily activities. Some of the skills requiring one-to-one instruction are taught as students are individually pulled

out of a larger group activity for three to five minutes, with classroom teachers reinforcing this training throughout the school day. This format has served as a valuable assessment tool as children demonstrating adequate coordination and attention span are soon picked up for more intensive one-to-one O & M lessons.

CSB's Orientation and Mobility Seminar is a lecture/discussion group of nine to twelve multihandicapped blind students matched by age and ability level. It is team taught by two O & M specialists who cover such topics as passive, assertive, and aggressive behavior, types of canes and how to purchase them, and handling fear, frustration, and embarrassment in travel situations. The lecture/discussion format is augmented by guest speakers and field trips. Role playing is a valuable tool in the seminar, enabling the students to apply new concepts in a safe environment and raising the group trust level so that more sensitive topics may be discussed. All the students in O & M Seminar receive regular one-to-one O & M instruction as well.

The Deaf-Blind O & M Group is team taught by an O & M specialist and a deaf-blind classroom teacher. This teaming enables each instructor to share his/her expertise while developing skills in the other team member's area of expertise. The classroom aide provides additional supervision while receiving training in O & M skills. Designed for eight low vision deaf young adults, the class covers environmental awareness, pedestrian safety, and community travel. Most sessions involve traveling in the community, though some classroom instruction is used to teach concepts such as "driveway", "corner", and "intersection", as well as basic traffic patterns and traffic control. The pedestrian safety component involves such things as staying with a group and crossing streets. Specific goals are individualized for each student.

The class also provides the students more experiences in the community, which increases their knowledge of the community and gives them more opportunities to practice appropriate behavior.

The Living Skills Center for the Visually Handicapped likewise employs a combination of individual and group experiences in its O & M training. Topics most conducive to group instruction include O & M equipment and materials, dealing with the public, outdoor safety, BART and bus travel, electronic travel aids, and address finding. Material is presented through hands-on experiences, role-playing, guest speakers, and group discussions.

LSC's ultimate goal in Orientation and Mobility is to teach students the skills necessary to travel safely and independently to unfamiliar destinations. In order to achieve this goal the two crucial aspects of independent travel that are most strongly emphasized, both individually and in groups, are planning bus routes to unfamiliar destinations, and analyzing and crossing at unfamiliar intersections. Although most students arrive at LSC with prior bus travel experience and at least some exposure to information gathering, few are capable of independently planning a new bus route from start to finish. These planning skills are for the most part taught on an individualized basis, but reviewing the process in a group setting has proven helpful in reinforcing the skills and can also be a lot of fun.

Analyzing unfamiliar intersections is a skill that all blind travelers need, but many lack the foundation necessary for sound judgements in crossing at such intersections. Again the majority

of lesson time is spent on a one-to-one basis, but since students often travel with their blind friends, intersection analysis has emerged as another topic conducive to teaching in small groups (of two to four students per teacher) matched on ability and degree of functional vision.

The CTEVH workshop, which was attended by 60-65 O & M and VH teachers, consisted of lecture and discussion enhanced by numerous video clips and visual aids to further illustrate our group activities. Typed hand-outs included seminar topic lists, sample activities, IEP objectives, and lesson plans, a form for gathering bus information, and a list of guidelines for outdoor safety. Questions posed to the audience for discussion purposes requested their views on the use of group O & M instruction, whether they are presently using it or might like to try it, what topics might be appropriate for their students, and how they might arrange the logistics of teaching group sessions.

Approximately ten percent of the participants stated that they are presently involved in some form of group instruction. Some use it in resource rooms, and attempt to set up telephone networks between O & M students who are too geographically spread out to meet in a group. Another itinerant makes use of a driver to transport students to her in order to relieve her of some of the burden of transportation. At least one workshop participant works with her O & M students in groups because children frequently travel with their friends in groups, and need to learn to take responsibility for their safety while traveling in groups. Having sighted children present in these groups also presents an excellent mainstreaming opportunity.

PROJECT WORKABILITY, Workshop #310

(Leader: Marilyn Gruen, Vocational Education Teacher, Los Angeles Unified School District; Panelist: Jack Hazekamp, Special Education Consultant, California State Department of Education)

"Project Workability, initiated in 1982, has become a model special education program for the rest of the country," said State Advisor, Jack Hazekamp, opening the session.

Marilyn Gruen, Vocational Transition Instructor for Project Workability for the Visually Impaired went on to describe all facets of the program's successes and difficulties.

Three overhead projections featuring job-club curriculum, time allocations of the project, and a career-parent questionnaire prompted questions from the audience.

"What is the purpose of the parent questionnaire?" asked one audience listener.

"Not only is it important to offer the parents a chance to participate," said Gruen, "But I wanted an idea for myself of the kinds of plans the parents were making for their sons and daughters. Let me tell you, I was surprised at the lack of plans made for some of the students."

"How do you coordinate with resource room teachers?" Gruen was asked.

"The excitement of the students' becoming employed

carries over from the students to the teachers, so that interaction with the teachers becomes inevitable."

"What people do you bring in as role models?"

"I try to call on active visually impaired adults from the community, working in a wide array of occupations to speak to my students. I feel that the students should follow their interests whatever they may be. I also build the students' confidence by constant verbal encouragement."

"Have you had a chance to keep track of former students?"

"Yes, I have kept contact with some students whom I helped place in higher education and on the job market. Some remained in jobs and some didn't. But, I still feel good about it because the job experience will stay with them forever."

"Which skills do you feel are more important, job search skills or basic social skills?"

"I think that social skills and job search skills really overlap so much. For instance, grooming skills are important in both work and socializing. And, we work a lot on communication skills, because if a student cannot communicate, then he will not only have trouble getting a job, but he'll have no chance at keeping it."

Ms. Gruen showed slides of the students which emphasized prerequisites for employment. This included slides of the students on field trips applying for a social security card, obtaining an R.T.D. bus pass and a California I.D.

Other slides were of field trips to Regional Occupational Centers, to organizations such as the Department of Rehabilitation, and ADEPT, and of students out on the job.

Gruen then highlighted the first year and a half of Project Workability for the Visually Impaired by describing some of the successes and difficulties.

Difficulties: Lack of vocational awareness, lack of confidence, lack of motivation-initiative, lack of ability to compete with sighted peers, lack of employability skills, lack of communication regarding work-related behavior, social inexperience, dependence on family, S.S.I./Medi-Cal benefits, not understanding work responsibility and ethics, not mentioning work adaptations needed for employment, not having social security cards, I.D. cards and bus passes, dropping out of school, orientation and mobility skills, mannerisms.

Program difficulties: Funding, divided responsibilities and time allocations, graduation requirements/course scheduling, limited opportunities depending on geographic location/transportation, parental support, expectations of society members such as doctors, apprehension of employers, teacher expectations, meeting with students as a group.

Successes: Job Club-academic credits, Career Day, Mark Taper Forum Project, Radio broadcast, L.A. Times article, U.S.C. video, TV program-Teen Talk, Northrop Film (in progress), Summer Independent Living Program, grant accepted, inter-community involvement-parents, teachers, inter-agency involvement, job search, placement, and monitoring.

COMPUTERIZED BRAILLE TECHNOLOGY ON A LARGE SCALE: ONE STATE'S SUCCESS STORY, Workshop #401

(Leader: Pete Rossi, New Jersey Commission for the Blind and Visually Impaired)

After an introductory overview of the comprehensive services of the New Jersey Commission for the Blind and Visually Impaired, the remainder of the presentation pertained to the present roles of both the George F. Meyer Textbook and Materials Center and the recently established Technical Aids Center.

The three main services of the Meyer Center were presented as braille textbook services, large print textbook services, and educational aids and major equipment services. Over 1800 braille titles were needed during the last year. Of these,

approximately half were sold to out of state agencies as part of a reciprocal agreement with other states. Due to an increasing need of braille titles, computerized production of textbooks was pursued. Within approximately one year, twenty-five volunteer transcribers have totally finished over sixty titles using Steppe's Ed-It program. Output is produced on two high speed Thiel braille embossers. All large print requests, totalling 400, were produced inhouse on a Savon copier. Over 3000 aids were sent to 850 students.

The newly created Technical Aids Center occupies

800 square feet and is staffed by two fulltime employees. This center will be a resource for clients, staff, and employers. The present pieces of high tech demonstration equipment include but are not limited to: a Viewscan, an Optacon, a Braille-N-Print, a Kurzweil Reading Machine, a Versabrilie I, a Versabrilie II and connecting printer, a DP-10, Vert+, Vista, Mboss, a Thiel, and several Apple and IBM computers. In addition, each of the four regional offices have an Apple computer with a small braille printer and the Holladay word processing and braille translation programs as well as an IBM presently used for

accessing a vocational bulletin board.

The Technical Aids Center staff has been instrumental in interfacing the Xerox 860 word processing computer with an Apple computer for braille output. Additionally, the Center staff offered assistance to Commission staff in over twenty client high tech equipment requests. The center staff has also produced and distributed in print and braille over 15 memos pertaining to interfacing and/or meeting informational needs. These memos were distributed to workshop participants.

BRILLE OR PRINT: SELECTING THE MOST APPROPRIATE LEARNING MEDIUM, Workshop #407 (Leader: Dr. Sally Mangold, San Francisco State University)

Selecting the most appropriate learning medium for a student with a severe visual impairment is often a perplexing challenge. Educators should begin by asking two simple questions:

1. Is this student keeping up with his/her class in both quantity and quality of work?
2. Is this student's performance at a level comensurate with his/her general abilities and interests?

Educators must recognize the individuality of learning styles and accept the reality that students with seemingly identical visual acuity may function totally differently because of the myriad of characteristics other than vision that influence the acquisition of academic and nonacademic skills.

Braille and ink-print, equally, can afford the student independence in adulthood if they are carefully utilized. The art is to match the medium with the needs and abilities of the individual student. The student who uses the right medium will continue to show growth academically, nonacademically, and in self-esteem. His/her successes will nurture the desire to learn. The student who does not continue to demonstrate growth is not being well educated.

There are four major factors to be considered when selecting a primary learning medium:

1. Working distance from the page
2. Reading speed and accuracy
3. Visual fatigue
4. Honest assessment

The optimum working distance from the page should be the greatest distance possible while affording continuous clear imagery and little fatigue. Evaluating both reading and writing is essential. Some students require a high degree of magnification in order to read any kind of ink print. Notice whether or not the working distance is great enough to allow the student to see clearly what he/she is writing while it is being written. Generally, there should at least be four inches or more between the lens and the working surface if the student is going to maintain focus while writing.

Some students can read only gigantic letters on a CCTV. Students who cannot read back their own handwriting with a hand-held or head-worn magnifier will never be able to read phone numbers obtained from an information operator in a phone booth, read a grocery list, or read from an outline during a business meeting.

An academic student who uses the most appropriate medium will continue to show growth in vocabulary recognition, reading rate, and comprehension skills. A reading rate of 30 words per minute is acceptable for a first grade student. A fourth or fifth grade student who continues to read only 30 words per minute and shows little increase over time, will have a difficult time in junior high school and get further behind during the years that follow. He/she will be denied thousands of vocational opportunities that have an entry level requiring a minimum reading rate of 60 words per minute.

The average braille reading rate for adults is approximately 115 words per minute. Many braille

readers demonstrate rates of 250 words per minute. A smaller number have been timed at more than 400 words per minute.

Visual fatigue cannot be easily understood nor easily measured. We can count the minutes before a student begins making errors or starts to fidget in his chair, but those measurements vary greatly depending upon the time of day, environmental factors, and motivational factors relative to the content of the material. Functional vision assessment collects data across time. Patterns of performance emerge. Educators can identify instances when fatigue seems to interfere with learning.

Honest assessment is the key to establishing meaningful educational programs. Years of continuous failure will not improve inappropriate instruction with the wrong medium. A student

who can complete only half of the assignment because of inaccurate reading and extreme physical fatigue is not developing adequate personal nor vocational skills. If what you are doing is not working, try something else. Every student deserves honest and factual information about his/her performance. Charts, graphs, and honest communication insure accuracy of evaluation.

Some people never excel in reading, even with normal vision. They develop life styles that do not require reading or writing skills. Many visually impaired students wouldn't enjoy reading if they could see perfectly. We find, however, a large group of visually impaired students who seem in every way to have academic abilities and great interest in learning, but have not acquired adequate mastery of basic skills. We have an obligation to help them explore all the alternatives for learning.

EDUCATIONAL NEEDS OF VISUALLY IMPAIRED PUPILS: FUTURE SERVICE DELIVERY OPTIONS, Workshop #509

(Leader: Dr. Rona Harrell, Los Angeles State University; Panelists: Dr. Rose-Marie Swallow, Professor, Division of Special Education, Los Angeles; Dr. Richard Rosenberg, Transition Project Coordinator, Whittier Area Cooperative Special Education Program; Jack Hazekamp, Special Education Consultant, California State Department of Education)

Rona Harrell introduced the topic by tying it in with the keynote address given by Frank Ryan at the general session earlier in the day. Copies of the "Statement of Educational Needs of Visually Impaired Students in California" were passed out to participants. The statement was written and approved by members of the Leadership Action Team for the Visually Impaired (LATVI) and the Low Incidence Disability Advisory Committee (LIDAC) - Subcommittee on the Visually Impaired. The full LIDAC has officially adopted the paper. Rose-Marie Swallow explained the origins and purposes of LATVI and LIDAC. Both groups are made up of leaders in the field who are committed to improving the educational opportunities for visually impaired children. LIDAC has four subcommittees, representing the visually impaired, hearing impaired, orthopedically handicapped, and deaf-blind.

Richard Rosenberg then described the purpose for developing the needs statement. It was felt that a clear and concise paper was needed to give to others to describe what is so special about the educational needs of visually impaired students. No such statement was known to exist. Richard related the process of developing the statement via a writing team and an approval/edit procedure with the two committees.

Panel members gave an overview of the topics covered in the paper: (1) Unique needs of visually impaired students in the areas of concept development, low vision, academics, communication, sensory/motor, social-emotional, orientation and mobility, daily living skills, and career/vocational with specific examples for each; (2) Interplay with other impairments; (3) Teacher competencies and (4) Continuum of services and program options.

Rona described the possible uses of the needs statement. It can be used to educate legislators, administrators, regular education teachers, State Department of Education personnel, etc. The audience was told they could copy the paper to use in their own districts. Because of its brevity and the use of lay language and concrete examples, the paper can be used to educate those who do not understand about the specialized learning needs of blind and low vision students.

Jack Hazekamp led a discussion on future service delivery options. A concept paper on proposed regionalization model for pupils with low incidence disabilities was distributed. The model included three major service centers and satellite programs, housed in "group homes," to provide a full range of program options and services on a more local or regional basis. Advantages and disadvantages

of various regional models were discussed.

The panel then led a brainstorming session with the audience during which concerns and suggested solutions to service delivery options were generated. Problems and ideas identified included: (1) Need for more transition options for post-secondary pupils; (2) Lack of equal access to services for all pupils with current situation-regionalization would improve opportunities for equal access; (3) California School for the Blind (CSB) is not centrally located, so regional centers would help; (4) Need state consultants with unique disability

expertise on regional basis; (5) Need alternatives for teacher training (i.e. mentors, networking, internship programs, inservice training in new areas, et.); (6) Regionalized inservice training on topics related to visual impairment needed; (7) Need to get more Instructional Personnel Services Unit (IPSU) at local level; (8) Need for data collection (i.e. SB 1772) to find out where kids are and what is currently happening in terms of quality; (9) Use of private agencies and CSB for meeting daily living skill, O & M, vocational, and other needs not met fully in regular school programs.

BAY AREA MODEL DEMONSTRATION PROGRAM FOR VISUALLY IMPAIRED INFANTS AND THEIR FAMILIES, Workshop #605

(Leader: Deborah Chen, Ph.D., Director, PAVII Project; Panelist: Clare Taylor Friedman, M.A., C. Phil., Coordinator)

This workshop discussed the Blind Babies Foundation's PAVII Project (Parents and Visually Impaired Infants), a first year model demonstration project of the Handicapped Children's Early Education Program. Deborah Chen described the objectives and major components of the project.

The main objective of the project is to provide exemplary services to parents and their visually impaired infants by training parents to be the primary interventionist. The components of the project include: (a) weekly home visits, (b) parent-training through the use of videotapes, (c) a weekly play group with sighted infants and (d) a weekly parent-support group under the guidance of a psychologist.

Parent Training

The project has developed The Parent's Assessment of Needs (PAN) as a tool to help parents identify what their infants can do and what they would like to work on next. The PAN pinpoints the area that a parent feels is an intervention priority (e.g., feeding).

Video Taping

1. Two baseline sessions of each intervention area is videotaped (five minutes on two

consecutive weeks) - e.g., parent feeding infant.

2. The PAVII staff reviews the tapes and outlines suggestions for the next home visit. A series of questions are developed to help the parent focus on what is happening on the tape.

3. The two baseline tapes are reviewed with the parent in the next home visit and suggestions are made with the parent's input.

4. Three to four intervention tapes are made in the following weekly visits. Tapes are reviewed immediately after each session. Modelling (staff models strategy) and cueing (staff verbally cues parent) are used to assist parents. Video tape examples of this process were discussed.

Clare Friedman described the integrated play group developed through the cooperation of the San Francisco Community College District. She discussed the process of observing child observation classes, selecting an appropriate site and inservicing the instructor. A videotape of the play group was shown to stimulate discussion of the activities and reactions of parents of the sighted and visually impaired infants.

LOW INCIDENCE DISABILITY ADVISORY COMMITTEE PUBLIC HEARING, Workshop #704
(Leader: Rona Harrell, Ph.D. Panelists: Members of LIDAC)

The Low Incidence Disability Advisory Committee (LIDAC) - subcommittee on Visually Impaired held its second public hearing to gather input from the field on issues of concern and priorities regarding the education of visually impaired students. The audience was updated on the activities of LIDAC over the past year, and received copies of the summary of last year's testimony given at CTEVH in San Francisco with LIDAC's analysis and response to each issue. Last year's testimony was reviewed.

Rona Harrell moderated the panel of LIDAC VI Subcommittee members. She explained the format of the hearing and identified who would be receiving the input. Each person testifying was limited to three minutes and gave a written statement of their concerns with the option of remaining anonymous.

Some of the concerns expressed were:

1. An O & M instructor in a rural county for a SELPA with seven districts directly serves eleven students and has thirty MH students on caseload. Caseload is constantly growing, and there were three instructors - now only one. Students with parents who would go to fair hearing are ones served.
2. An O & M specialist expressed concern about the pressure received from administrators about not transporting students on lessons for liability reasons.
3. The official copy of the VI Guidelines needs to be out as the draft does not carry the same impact with administrators.
4. Poor facilities for itinerant services and no permanent room to work in. A parent questioned if a VI child (braille user) qualifies for an aide when being served by an itinerant VI teacher.
5. Itinerant teacher who had 16 students last year now has 20. VH and O & M services considered supplementary rather than an integral part of each child's program. Caseloads are increasing and unable to serve VI child with intensive needs.
6. Teachers and administrators who work with the low incidence populations should have a say as to where low incidence money

goes. In one district, money has been hidden with no input by teachers as to distribution of funds.

7. In rural areas, caseloads and class sizes are too high to serve students adequately. There is also a need for regional programs for rural areas.

8. Need to centralize all materials and equipment into a lending library as there are many things "out there" not being used and shared.

9. Lack of services for the VI infant (birth to three) in many areas.

10. A VI resource room serving seven students is being considered for removal to a small twelve seat bus to use the space for other needs in an overcrowded school. Overall funding for VI programs has dramatically decreased over last year.

11. No special education administrators attend IEP's in one district. They always use another teacher as an "administrative designee." Teachers told to keep in mind schedules when designing IEP's and recommending amount of service rather than considering student needs. Told to consider "watch and consult" for many students as opposed to direct service.

12. Administrators have no VH background or knowledge. It's hard to educate them. Administrator should be invited to attend these conferences and we should be present at theirs.

13. No regulations for lighting in VH classes. District will not spend money without regulations.

14. Poor space and facilities for providing itinerant services.

15. Clarification is needed regarding the role of California Children's Services (CCS) in paying for low vision assessments and aids. They are supposed to serve VI students and are often inconsistent, inequitable and discriminating.

OPTACON TEACHER WORKSHOP AND EXCHANGE, Workshop #705

(Leader: Martha McLaughlin, Telesensory Systems, Inc.; Panelists: Connie Mangus, Optacon Instructor, West Valley Occupational Center; Deborah Tull, Teacher of the Blind & Visually Handicapped, Los Angeles City College)

The focus for this workshop was to be on areas of greatest concern and difficulty for Optacon teachers. Panelist Connie Mangus from West Valley Occupational Center, Los Angeles U.S.D.; Deborah Tull, Optacon teacher from Los Angeles City College; and I (Martha McLaughlin) came prepared to lecture and lead discussion on tracking, multi-print styles, scheduling, speed building, and motivating students. The Smith-Corona typewriter and lens as well as the F1A CRT lens was available. An IBM PC was used with the CRT lens. The portable line scanner was demonstrated. Additional excellent supportive reading materials were provided and appreciated by the attendees.

To my knowledge, there were five Optacon teachers. One teacher had no training whatsoever with equipment and students to teach. She came in hopes of learning a little about the equipment. She needs the full five-day training.

Another teacher had training two years ago with no follow-up practice. She now has a student and time to teach, but feels too rusty. She made plans to work with Deborah Tull at L.A. City College.

In actuality, the workshop agenda was reorganized to accommodate the attendees. An introduction to the Optacon was given to a 10 year old blind girl while the others, including her mother, observed.

Connie Mangus discussed speed building while Deborah Tull presented some ideas about motivating students to use the Optacon.

Final discussion was precipitated by another teacher/user who came to the workshop only to express concern about the decreasing interest in Optacon training for young people today. It was suggested that Optacon teacher seminars might bolster teacher enthusiasm.

To summarize, the attendees learned about the Optacon accessories, and a few tricks on how to set-up and use the F1A CRT lens. There was very little of the intended exchange of ideas. I would suggest that in 1½ - 2 hours, not much more than this can be accomplished. I would encourage two-day Optacon teacher seminars to bring teachers up to par. I would aim at the Middle/High School age group.

EXECUTIVE BOARD 1986-87

President:	JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Vice-President:	C. ROBERT CALHOUN 3401 Clairemont Dr., San Diego, 92117
Secretary:	LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer:	DONNA COFFEE 2926 Cornell, Viasalia 93277

BOARD OF DIRECTORS

JEAN ADAMS	152 Hamilton Ct., Los Altos 94022
ROBERT ELFORD	4097 39th Ave., Oakland 94619
JIM FISHER	760 E. Robinwood, Fresno 93710
LIL GARDNER	7046 Park Manor Ave., North Hollywood 91605
LAVON JOHNSON	4719 Crestwood Way, Sacramento 95822
ROSE KELBER	538 W. El Morado Ct., Ontario 91762
ANN KELT	514 Freya Way, Pleasant Hill 94523
JOAN S. LEVY	339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON	3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON	3501 Lafayette St. #7, Santa Clara 95050
FRANK RYAN	415 So. Oakland #8, Pasadena 91101
MARIAN WICKHAM	1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE	2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR	(ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR	(ex officio) 721 Capitol Mall, Sacramento 95814
ROBERT DODGE	(ex officio) 65 Linaria Way, Menlo Park 94025

CTEVH SPECIALISTS

*** BRAILLE ***

Computer Assisted:	LOU ELLA & NORMAN BLESSUM (805) 492-1003
(South)	955 Camino La Maida, Thousand Oaks 91360
	DIANN & KEN SMITH (415) 968-7595
(North)	1900 Orange Tree Lane, Mountain View 94040
Literary:	NORMA L. SCHECTER (714) 536-9666
	8432 Northport Dr., Huntington Beach 92646
	ELIZABETH SCHRIEFER (916) 486-9242
	751 El Encino Ave., Sacramento 95864
Mathematics:	LEAH MORRIS (818) 274-3443
	3928 Sunny Oak Rd., Sherman Oaks 91403
Mathematics and	JOYCE VAN TUYL (206) 282-8358
Computer Notation	3520 28th Ave., West, #402, Seattle, WA 98199
Tactile Illustration:	JANE CORCORAN (415) 851-2122
	400 Old La Honda Rd., Woodside 94062
Textbook Format:	BILLIE ANNA ZIEKE (714) 776-6754
	2115 W. Judith Lane, Anaheim 92804

*** COMPUTER TECHNOLOGY ***

FRANCIS DANIELS	(213) 663-1111
741 N. Vermont, Los Angeles 90029	

*** LARGE TYPE AND ENLARGED DRAWING ***

MARIAN WICKHAM	(415) 588-1073
1027 Gilman Dr., Colma 94015	

*** RECORDING ***

LESLIE BURKHARDT	(213) 663-1111
741 N. Vermont, Los Angeles 90029	

Awards Chairperson: JOAN S. LEVY

Historian: MAUREEN REARDON

Membership: LIL GARDNER

CTEVH LIFE MEMBERS

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Anna May Cronin
Maxine Dorf
Paul Furnas
Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood
Lavon Johnson
Russell M. Kirbey

Rose Kelber
Blossom Kerman
Bernard M. Krebs
Bettye Krolick
Lynne M. Laird
Mabelle McMahon
Diane Meyer
Leah Morris
Miriam Nelson
Evelyn Olgiati
Estelle Palm
Lila Queen

Mrs. Chas. D. Redfield
Anthony T. Rossi
Barbara Blatt Rubin
Norma L. Schechter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Fred L. Sinclair
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS
1984-86 ROBERT DODGE

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN & KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

SPECIAL RECOGNITION

1985 BOB DASTEEL
DISTINGUISHED MEMBER
1984 FRED L. SINCLAIR

CTEVH CERTIFICATES OF APPRECIATION

1974 VOLUNTEERS OF VACAVILLE
BRAILLE INSTITUTE OF AMERICA
1975 ESTHER FOX
MARIE ERICH
1976 NORMA L. SCHECTER
1977 BOB DASTEEL
DONN SPENCER
1978 MARY DEGARMO
BETTY BRUDNO
EVELYN OLGATI
1979 RUTH S. LOWY
1980 ETHEL SCHUMAN
DIANE MEYER
1981 CARL LAPPIN
1982 BARBARA BLATT RUBIN
BILL BRIGGS
MICHAEL LANDON
1983 AIKIN CONNOR
CAROLYN "CHRIS" MACKEY
1984 BERNARD M. KREBS
JANE O'CONNOR VERHAGE
1985 SYLVIA CASSELL
ELIZABETH C. SMITH
1986 SALLY MANGOLD
ELIZABETH SCHRIEFER
JOYCE VAN TUYL

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues: \$8.00 (U.S. Funds) New ☐ Renewal ☐ Life Membership (\$150) ☐
Katie N. Sibert Memorial Scholarship Fund ☐ \$____. Make check payable to CTEVH.
NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____

If visually handicapped, do you want CTEVH publications in braille? _____ on tape? _____

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVE.
LOS ANGELES, CA 90029

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

FALL

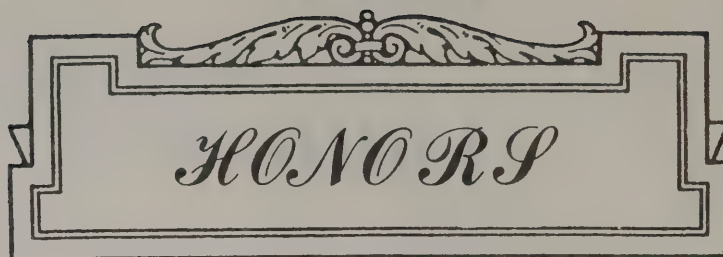
1986

**THE
CALIFORNIA
TRANSCRIBER**



The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC



LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

MARY ANDERSON, Contra Costa Braille Transcribers
MADELON ANDREWS, Contra Costa Braille Transcribers
SHIRLEY BEAVEN, Contra Costa Braille Transcribers
MARGARET CHRISTENSEN, Contra Costa Braille Transcribers
ADRIENNE GILES, Contra Costa Braille Transcribers
ELAINE H. HIRONAKA, Sacramento
KEITH W. LINDERSMITH, Visalia

BRAILLE MATHEMATICS

MARILYN DICKEY, Sacramento Braille Transcribers
MARTHA ROBERTSON, Sacramento Braille Transcribers

COMMUNITY RECOGNITION

Service Award by San Diego County Community Service Committee awarded to: **ELEANOR MORROW**, Braille Transcribers Guild, San Diego.

A plaque and a framed tribute from the Office of Disabled Student Services, California State University, Northridge, to the **SISTERHOOD OF TEMPLE BETH HILLEL**, as the Outstanding Community Agency for 1986.

Retirement luncheon arranged by Sixth District, California PTA Braille Transcription Project, to honor the retirement of Chairperson **SYLVIA CASSELL**.



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

FALL 1986

VOL. XXX, NO. 3

INSIDE STORY

PRESIDENT'S MESSAGE	Jane Corcoran	121
CTEVH NOMINATING COMMITTEE NAMED		121
OPEN LETTER TO GROUP CHAIRPERSONS AND FELLOW WORKERS		122
CTEVH DIRECTORY		122
CTEVH HANDS-ON COMPUTER WORKSHOPS	Billie Anna Zieke	123
LETTER TO BOARD		123
CTEVH CONFERENCE XXVIII		124

GENERALLY SPEAKING

BLIND PROOFREADERS BUY BULLETS		125
NOTICE OF JOB OPENINGS		125
A SALUTE TO DR. ABRAHAM NEMETH		126
TOLL FREE, HOT LINE NUMBERS		126
MICRO BRAILLING	Lou Ella & Norman Blessum	127
ED-IT MANUAL		127
NLS CONSIDERS COMPUTER MANUSCRIPTS		128
NEW MICROCOMPUTER PRODUCTS FROM APH	Debbie Willis	129
SPECIAL HAPPENINGS AT ENCHANTED HILLS	Gil Johnson	131
THE GREEN KREBS		132

NEWS OF GROUP

GROUP ACTIVITIES		133
NEW OFFICERS/ADDRESSES		134
INTERESTING TRANSCRIPTIONS		135
BRAILLE TRANSCRIBING CLASSES		136

OUR SPECIALISTS SAY

ABBREVIATIONS (AGAIN!)	Joyce Van Tuyt	137
EMBOSS BRIGHT DOTS	Diann & Ken Smith	138
LARGE TYPE	Marian Wickham	139
TRANSLATION PROGRAM USED TO BRAILLE	Billie Anna Zieke	139
RECORDING TRANSCRIBER:		
HANDLE WITH CARE (PART II)	Leslie Burkhardt	140
LITERARY BRAILLE POT-POURRI	Norma L. Schecter	141

SACRAMENTO FILE

NEWS FROM CDHS
CAPITOL CORNER

Fred L. Sinclair

142
143

FOREIGN AFFAIRS

THE TIMES THEY ARE A-CHANGING
BRAILLE REFORM - 1

Tom Maley

145
145

CTEVH CONFERENCE XXVII

INTRODUCTION TO "STATEMENT OF EDUCATIONAL
NEEDS OF V.I. STUDENTS IN CALIFORNIA"

Frank Ryan

152

CTEVH CERTIFICATE: JOYCE VAN TUYL

Fred L. Sinclair

153

THE KATIE SIBERT MEMORIAL SCHOLARSHIP

Carl Lappin

154

CTEVH CERTIFICATE: ELIZABETH SCHRIEFER

Cathy Rothhaupt

155

WORKSHOP REPORTS

EVERYTHING YOU EVER WANTED TO KNOW ABOUT O & M BUT WERE AFRAID TO ASK:

INSERVICING TECHNIQUES FOR EDUCATORS, # 103

156

LARGE TYPE - WHERE DO WE GO FROM HERE? # 204

157

THE MUSIC BRAILLE TRANSCRIBER AT WORK, # 206

157

PACK MORE POWER IN YOUR PROGRAM! # 301

158

HOW TO RUN A TRANSCRIBING GROUP, # 604

159

TABLE TALK: A RELAXED APPROACH TO TABULAR MATERIAL FOR THE

BRAILLE TRANSCRIBER, # 606

160

PARENTS: A VITAL SLICE OF THE P.I.E., # 709

160

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: DOROTHY JOE

BRAILLE TRANSCRIPTION: DORIS PONTAC

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

MAILING: BILL BRIGGS, DON WHITE

EDITORIAL BOARD: BARBARA BLATT RUBIN, ELIZABETH SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1986 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR

CTEVH PUBLICATIONS

721 CAPITOL MALL

SACRAMENTO, CA 95814

INSIDE STORY

An eventful summer has passed. For transcribers summer is the busiest time of the year. We are brailleing books for the coming school year, and if we have a thermoform machine, we are busy duplicating books for schools all over the nation. It is just about now that we begin to see a light at the end of the tunnel.

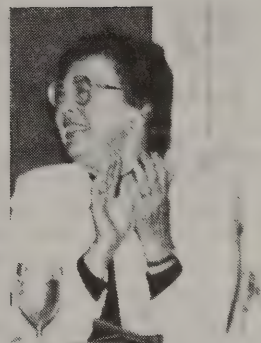
Among the events of the summer was the distribution of more computers from money provided by the Weingart and Dreyfus Foundations. Additional money has been granted from the Van Loben Sels Foundation. We owe Elinor Savage a great big thank you for her efforts in this project. Computers have been placed with transcribers associated with the Laguna Hills Transcribers, Beach Cities Braille Guild, Pomona Valley Transcribers Guild, Transcribing Mariners, San Fernando Valley Braille Transcribers, Sacramento Braille Transcribers, Peninsula Braille Transcribers, Sixth District Cal. State PTA Braille Transcription Project, Contra Costa Braille Transcribers, Tulare Co. Braille Transcribers, and Santa Barbara Transcribers.

Every now and then I pause to reflect on the milestones in the history of braille transcribing. The ones that come to mind are the development of the Perkins Braille Writer and the Thermoform machine, the establishment of the APH Central Catalog, and now the development of software programs that make it possible for transcribers to produce braille on home computers. Especially to Bettye Krolick, Robert Stepp, Lou Ella and Norman Blessum, J.J. Hoefer, and David Holladay, the transcribing community owes much.

CTEVH NOMINATING COMMITTEE NAMED

The nominating committee is charged with recommending five people to serve on the CTEVH Board of Directors for terms of three years. Jane Corcoran, President, has announced the appointment of the nominating committee as appears below. Please contact any of these members to make suggestions.

PRESIDENT'S MESSAGE



Lou Ella and Norman Blessum have decided that they can no longer continue to serve as Computer-Assisted Braille Specialists for CTEVH. We hope, however, that they will continue to submit information articles about MicroBraille to TCT and that they will give workshops at the Conferences - as their schedule permits. They have made an enormous contribution to the cause of braille transcribing. We are privileged to have their expertise so readily available.

We announce the appointment of a new Computer-Assisted and Large Type and Braille Specialist, South. Sue Reilly is a school transcriber with the San Diego City Schools. She has had wide experience with a variety of computers, speech synthesizers, and braille and print output devices. She is well qualified to help teachers and transcribers select and set up equipment and software for use with students. Her address and telephone number are listed with the Specialists in the back of this publication.

Jane Corcoran, CTEVH President

Robert Calhoun, Chairman
Whittier Center Rm. 2
3401 Clairmont Dr.
San Diego, CA 92117

Robert Elford
4097 39th Ave.
Oakland, CA 94619

Jim Fisher
760 E. Robinwood
Fresno, CA 93710

OPEN LETTER TO GROUP CHAIRPERSONS AND FELLOW WORKERS

In an ongoing effort to provide the best service possible to the visually handicapped CTEVH would like to establish a directory of workers to facilitate production of textbooks and other materials requested by readers and teachers.

We in no way wish to interfere with arrangements you already have with the State Dept. of Education, (Fred Sinclair's office) or with your local groups. But imagine how frustrating it is for the student or teacher who needs a book and has no place to get it. ACCESS lists sources for books already transcribed and A LIST OF CALIFORNIA TRANSCRIBERS gives a source for a local group, but what if they are too busy? There are 32 groups listed who do Spanish. Should a person have to contact all 32 groups to get a book transcribed? Much easier to contact a central registry.

What we propose is a directory where all who wish can be registered. We would like to know your areas of expertise (foreign language, music, Nemeth, phonics, etc.), approximate number of pages you can produce in a month? Are you certified? Are there some types of assignments you would prefer not doing? Are you willing to

accept an assignment other than from your local group? It will be up to the group chairperson (or designated assistant) to keep us up-to-date on what you are currently working on and when you are free for another assignment. Sometimes an assignment can be interrupted for a "rush" one.

A form is included for your use. Please feel free to duplicate it or use a plain piece of paper for the needed information.

We hope to hear from hundreds of you. This will work only if you feel a need for this service and support it. The files must be kept up-to-date. Any change in your status must be reported. Cards will be provided to all who register to make this reporting as easy as possible.

Let us hear from you.

Very truly yours,

Donna Coffee and Betty Schriefer
2926 Cornell
Visalia, CA 93277

CTEVH DIRECTORY

NAME _____ DATE _____

HOME ADDRESS _____

HOME PHONE _____ WORK PHONE _____

GROUP AFFILIATION: _____

CERTIFIED? _____ (If yes, year) _____

I CURRENTLY HAVE AN ASSIGNMENT _____
(I will notify you as soon as I am available)

I NEED AN ASSIGNMENT _____

AREAS OF EXPERTISE: _____

COMMENTS _____

BRAILLE _____ LARGE PRINT _____ RECORDING _____

CTEVH HANDS-ON COMPUTER WORKSHOPS

CTEVH, with the co-sponsorship of Braille Institute, held two workshops at Garden Grove in August. Both workshops were hands-on experiences with the Stepp ED-IT program for the Apple computer.

Workshop I started at 10:00 A.M., August 3, with sixteen participants. Sue Reilly, newly appointed CTEVH Co-Specialist for Computer Assisted Large Type and Braille was the leader. The participants became comfortable with the major parts of the computer, with vocabulary associated with computers, with care of disks, and with establishment of files in Stepp's ED-IT program.

Next, everyone got a chance to braille on the Apple. We learned to correct our mistakes WITHOUT DOING A PAGE OVER. What a joy!! We learned that we can modify paragraphs, insert words, delete letters, and save the transcription in a file.

Everyone received the new manual ED-IT BRAILLE TEXT EDITION by Elinor Savage. Those with access to an Apple computer accepted a braille assignment and received disks to braille it on.

Workshop II started at 10:15 A.M., August 21 a little bit late because the freeway was a mess. The workshop leader was Elinor Savage, Chair, CTEVH Computer Acquisition Committee. Elinor and I arrived at 9:30 and setup the room along with the addition of three Apple II's. The

earlybirds joined in an informal discussion and I overheard several say they didn't seem to SAVE their braille. Nineteen eventually arrived. We divided the group between advanced and beginners. Elinor worked with the advanced group while the beginners were learning to SAVE, etc. The advanced group learned short-cut commands. We all inserted running heads and page numbers into the assignment. By the time you read this a student will be using the text the workshop brailled!

We found that our objectives were too numerous to cover in two five-hour workshops. The computer is as complicated as braille, so it is at least three weeks before what you learned this week becomes imbedded in your memory. But, how marvelous when you do remember and of course you never lose a page once you had learned to ENTER (save) your work!

Both workshops adjourned at 3:00 P.M.

Our thanks to Garden Grove Unified School District for the use of the facility.

This workshop could not have been presented without the support of Braille Institute—a million thanks!

Billie Anna Zieke, Co-leader
CTEVH Braille Textbook Format Specialist

AN OPEN LETTER TO CTEVH BOARD OF DIRECTORS AND MEMBERSHIP

Unfortunately, I was not very fast on my feet or quick with the tongue on Saturday afternoon, at the final luncheon of the CTEVH 27th Annual Conference in Los Angeles.

I rarely think of the proper or appropriate thing to say until long after the occasion is past. This was no exception. In fact, when my good friend, Cathy Rothhaupt, got up to present a CTEVH award, my first thought was, "My gosh, how come she didn't tell me . . . ?" Oh-oh, the thought that it might be for me went flashing through my mind, but when she said, ". . . back in the good old days when Perkins Brailers cost \$90 . . .", I momentarily dismissed it. I thought they cost \$50 when we began the braille class together. But, of course, it didn't take me very long to realize that this

marvelous, magnanimous speech was for me. There is no possible way I could EVER live up to all the noble adjectives Cathy applied to me, but the mere fact that she wanted to use them is enough.

I didn't plan to take up this space to reiterate what she said in my moment of glory, however. What I really would like to say is a proper "Thank you" to all of you. Having been an active member of CTEVH for so many years I still find it a privilege and a thrill to be associated with so many wonderful people. Some of the most talented, versatile, and just plain hard working people I know are my fellow-members of CTEVH. You are all very special and deserving. Still, most of you, like me, have remained enthusiastic and faithful over

the years just for the sheer satisfaction of "getting the job done."

Being a third generation Californian, I have a particular feeling of pride in knowing that my home state has not only attracted so many exceptional people into the field of the visually impaired, but they're such neat people to know and count as friends. Our organization has become a unique association in the field, due entirely to the efforts of the many remarkable individuals that make up the membership.

Merely receiving this honor was a terrific

experience, but to be able to share this prestige at the same conference with three such diverse, skilled people as Sally Mangold, Joyce Van Tuyt AND Edward Albert, sort of put the frosting on my cake, so to speak. (My, he IS a hunk, isn't he?)

Once again, I am very gratified that you feel that I am worthy of the CTEVH Certificate of Achievement and I thank you all from the bottom of my heart. You've given me a very special moment to cherish.

Elizabeth (Betty) Schriefer

CTEVH CONFERENCE XXVIII

Have you reserved the dates March 19, 20, and 21 on your 1987 calendar? If not, you should. These are the dates for the 28th Annual CTEVH Conference in Sacramento.

The theme of the conference is "CAPITOL-EYES ON EXPERIENCES". The program and workshop chairs are working diligently for a varied program and selection of workshops.

A leading legislator and Paul Hinkle, Legislative Liaison, Division of Special Education, State Department of Education, will discuss current legislative issues with emphasis on funding for programs for children and youth with handicaps of low incidence.

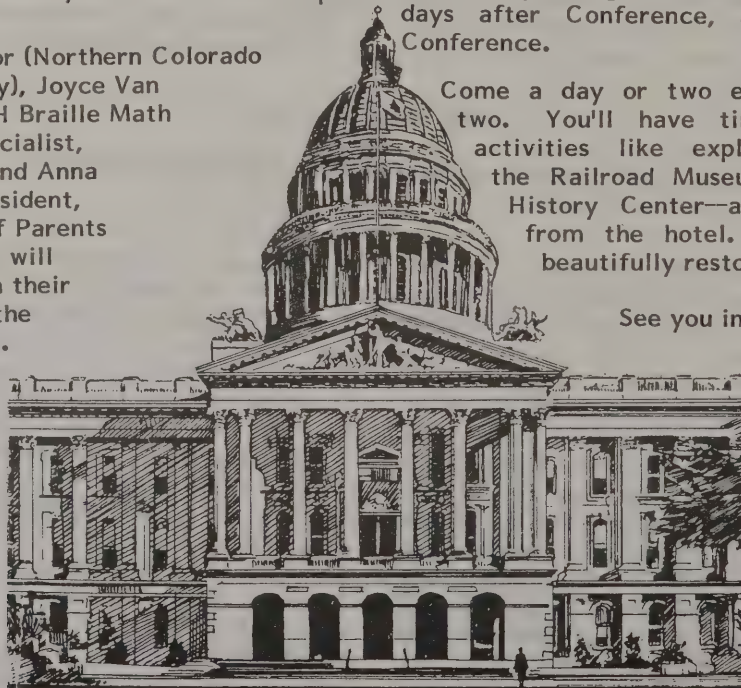
Dr. Dean Tuttle, educator (Northern Colorado State University, Greeley), Joyce Van Tuyt, transcriber (CTEVH Braille Math Specialist and Media Specialist, Seattle Public Library) and Anna Del Castillo, parent (President, California Association of Parents of the Visually Impaired) will make presentations from their several perspectives on the theme of the conference.

Co-Sponsors of the Conference, with CTEVH and the State Department of Education are Sacramento County Office of Education, Sacramento City Unified School District, San Juan Unified School District, and Yolo County Office of Education. The hardworking folks putting it all together are from host groups Sacramento Braille Transcribers, Braille Transcribers of Sacramento North Area, and CompuBraille.

PSA, the official airline for the Conference, will fly you at a special fare if you give them SMILE NO. MC 543C when you make reservations. The Holiday Inn Capitol Plaza has a room available for \$64 per night—three days before and three days after Conference, and, of course, during Conference.

Come a day or two early or linger a day or two. You'll have time for extra-curricular activities like exploring Old Sacramento, the Railroad Museum, and the Sacramento History Center—all within an easy walk from the hotel. Also, don't forget the beautifully restored Capitol, itself.

See you in March!



Daphne Kester, Chair

CTEVH

Conference XXVIII

GENERALLY SPEAKING

BLIND PROOFREADERS BUY BULLETS FOR CONTRAS

The recent demise of the NLS program of hand-transcribed books (see "Blind Also Contribute to Reagan 'Defense' Effort", TCT, Summer 1986, p.43) has idled not only experienced braille transcribers, but, worse, experienced braille proofreaders.

Bad enough that willing and capable transcribers' efforts are no longer coordinated to produce braille books and that thousands of lives—both transcribers' and readers'—are thereby diminished, just to provide a few nuts and bolts in a "defense" system, or a few rounds of ammo for a "contra". But far worse is the fact that the blind certified proofreaders who depended on this program for meager but honorable earnings for needed services have had those earnings substantially decreased or wiped out entirely.

It seems likely to me that proofreaders displaced by the arms race might contribute substantially

to improved quality of braille transcriptions if given the chance—and the job!

TCT will be pleased to help by running brief notices, such as that below, submitted by certified blind proofreaders whose earnings have been affected by the cancellation of NLS programs. Send them to Aikin Connor, Editor TCT, 721 Capitol Mall, Sacramento, CA 95814.

Aikin Connor, Editor

CTEVH's Georgia Griffith writes that the termination of her job as music proofreader for NLS has made her services available to other transcribers. She is (as anyone who has attended her workshops at Conference knows) extraordinarily capable of providing a complex, sophisticated service. She is prepared to proof copies of disks for transcribers using the Apple computer, as well as standard paper braille. (Her address, by the way, is Rear 4 Furry Court, Lancaster, OH 43130.)

NOTICE OF JOB OPENINGS

POSITION: Brailist/Stereotypist

LOCATION: Braille Institute Press
741 N. Vermont Avenue
Los Angeles, CA
90029

HOURS: Flexible

SALARY: \$7.75/hour + excellent
benefits.

DUTIES: Transcribing from
print to braille using
a stereotype, computer,
or Perkins. Job Description
and benefit table
available on request.

REQUIREMENTS: L.C. Certification
in Braille Transcription,
positive, pleasant
attitude, desire to

INTERESTED BRAILLISTS CONTACT:

Diane Meyer
Press Director
Braille Institute
741 N. Vermont Avenue
Los Angeles, CA
90029

POSITION:

CONTACT:

A SALUTE TO DR. ABRAHAM NEMETH

Dr. Abraham Nemeth, Professor of Mathematics at the University of Detroit, retired in July 1985. His professional career in teaching sighted students the intricacies of mathematics spanned thirty years, and his influence as a volunteer has been felt by blind students around the world.

In Dr. Nemeth's own college years, the Taylor code was the most widely accepted braille mathematics code. However, he found it inadequate for continuing his study of mathematics and began to create a code of his own that would better serve his personal requirements. From this modest beginning evolved the code we now know as The Nemeth Braille Code for Mathematics and Science Notation.

The 1950's saw a marked increase in the school age blind population because of progress in medical treatment of premature infants. Before this, most blind children were educated in residential schools, but more and more were entering public schools. This produced a demand for textbook braille transcription which was difficult to satisfy. Mathematics and science texts particularly were in short supply and volunteer transcribers were pressured to keep abreast of the need. The entire field of science was rapidly expanding; Dr. Nemeth collaborated with educators and transcribers to devise braille equivalents for the developing "new math". The 1965 Nemeth Code revision provided transcribers with illustrated examples to minimize personal decisions and to standardize braille

representation. Previously, many texts were individually prepared for students. The uniform code became the transcriber's Bible.

In his tireless efforts to help provide consistent, accurate transcription of mathematics and science, Dr. Nemeth is a long-time member and an enthusiastic participant in the activities of the National Braille Association, serving on its Board of Directors, 1965-67. He continues to offer his expertise in maintaining the resources to enable faithful mathematics transcription.

The Nemeth Code is unique in two respects: (1) accurate transcription of print is possible, proved by reverse transcription (braille to print) and (2) the transcriber need not have extensive knowledge of mathematics. The Code does not require judgmental interpretation: adhere to the Code rules and braille what you see.

Dr. Nemeth has given us the means by which hundreds of mathematics and science titles reach the readers who need them. We salute you, Dr. Nemeth, and wish you a happy, productive retirement. On behalf of math braille readers and the transcribers who serve them, we sincerely thank you.

Betty Epstein
(Reprinted, with permission, from NBA BULLETIN, Spring 1986)

TOLL FREE, HOT LINE NUMBERS

Several toll free numbers have been established by various agencies to provide information useful to visually handicapped persons or those who work with them. (Note: Most areas require that you dial '1' before the '800'.)

800-AF-BLIND (or 232-5463). Operated by AFB to provide information about products, books, services, technology, and blindness in general. Hours of service: 8:30 AM to 4:30 PM, Eastern Time, Monday-Friday.

800-345-TECH. Operated by the Center for Special Education Technology to provide information

about the latest technology available for handicapped persons. Hours of service: 1 to 6 PM Eastern Time. (Other times, leave a message.)

800-323-4238. Operated by the Hadley School for the Blind to provide information about Hadley programs.

800-252-9486. Southern California branch of NLS - Braille Institute Library.

800-952-5666. Northern California branch of NLS - Braille and Talking Book Library, California State Library.

MICRO BRAILLING

If you are considering buying a Vtek MBOSS, it is a MUST that you buy a "Serial Port" embosser, not a "Parallel Port" embosser, to work with the Micro Braille Program. The parallel port embosser causes it to skip a line after the Running Head. This is caused by something in PC DOS, and not due to the Micro Braille Program or the Vtek MBOSS.

We have been requested to give some tips as to care and maintenance of the different embossers. These are precision pieces of machinery and should be repaired only by a qualified representative of each company. We do suggest that you keep a vacuum handy to keep it free from paper dust and to keep it covered when not in use. We have a "Dustbuster" hanging on the wall next to our embosser.

Whenever you are going to copy a file disk, BE SURE to have a write-protect tab on the disk you are copying FROM (the source disk). This will eliminate accidentally over-writing material that you want to save. When you send in a copy of your disk to an agency to be embossed, BE SURE you put a write-protect tab on it. You can always copy, or look at a write-protected disk, but you cannot write on it unless you take off the write-protect tab.

We have been getting complaints about disks being written over, even though they had a write-protect tab on it. This is rare, but it does happen. If the write-protect tab is not dense enough, the infra-red sensor will see through it, and it will not be protected. We recommend the foil-type write-protect tabs.

When using the Micro Braille Program, in order to save your braille pages properly, there MUST be braille on line #1 of a braille page, such as a Running Head, page number, text, etc.

If you are working on an unusual assignment that does not require braille on line #1 of a braille page, then you can type a space or spaces on line #1, and your pages will be SAVED properly.

If you have a File Disk in Drive B, and wish to look at another Disk, here is an easy way: When you have the message "FILE TO EDIT/ESC/* (for dir), on the screen take out the current File Disk and insert the new File Disk and then type * and hit ENTER. Directory of new File Disk will be displayed.

I notice some of you are using the Instructions for formatting disks from page 5, which were given when you first put on DOS. It is much better to format Disks using the Instructions on page 26 for all disks after initial DOS and formatting is completed when you received your new Program.

Whenever you are looking at the directory in DOS, and it scrolls up off the screen, you can stop this by "holding down" CTRL key and hitting Num Lock key. When you wish to continue to see the rest of the Directory just hit ENTER.

If you plan to order a Micro Braille Program before the end of the year, be sure to get your order in before December 1st. No Programs will be shipped during the month of December.

Lou Ella & Norman Blessum

ED-IT MANUAL

The new manual for Robert Stepp's ED-IT BRAILLE PROGRAM, written by Elinor Savage, Chair, CTEVH Computer Acquisition Committee, is nearly ready for distribution. He thinks it will be available by Thanksgiving. Costs have not been determined yet. Write to:

Robert Stepp
Station A, Box 5002
Champagne, IL 61829
(217) 359-7933

If he gets a lot of letters and/or phone calls, maybe he will get it out sooner.

NLS CONSIDERS COMPUTER MANUSCRIPTS

Will NLS accept computer-assisted manuscripts when certifying braille transcribers for the Library of Congress?

Because this question has often been asked, the NLS Braille Development Section (BDS) has reviewed the situation thoroughly. On May 1, it began certifying braille transcribers who submitted computer-assisted manuscripts, using these criteria:

1. Acceptance on a trial basis. Computer-assisted transcriptions (CT) will be accepted for one year, ending April 30, 1987.
2. On the certificate for satisfactory completion, on the line where the date is typed, the abbreviation CT appears (after the date).
3. Braille Development Section keeps a record of persons attempting CT, both those who pass and those who fail. These records will help in the evaluation before the end of the trial period.
4. The test transcription of each applicant using CT must be accompanied by a statement from the braille teacher (a certified braillist) that the student has completed the literary braille course satisfactorily and is well versed in the braille code. If the student has studied by correspondence with BDS, BDS will so certify. If the student does not have a braille teacher, then the statement must be made and signed by a certified braillist who knows the student's work.
5. On the application the student must state what computer and computer-assisted

braille software were used. No braille translation system will be accepted.

6. In preparing a CT, the student must follow all rules laid down in the official text, **Instruction Manual for Braille Transcribing**, including use of hyphenation to divide words at the ends of lines, full use of the braille line, and all format requirements.

7. For those who wish to use a personal computer for lessons in the literary braille course, BDS will accept CT for the three lessons immediately preceding the test transcription, i.e., lessons sixteen, seventeen, and eighteen. At this time, BDS will not accept CT for earlier lessons. It is our belief that the beginning student must have experience with actual braille production, which appears difficult, if not impossible with a computer. BDS cannot control how local braille teachers treat this matter, but suggests that the above is a safer procedure to assure a good understanding of braille and the braille code.

8. It is not clear at this time how this matter will be handled for the music braille and mathematics braille courses; recommendations will be made as soon as feasible.

Students enrolled in the literary braille course who have questions on this matter should contact the Head, Braille Development Section, National Library Service for the Blind and Physically Handicapped, Library of Congress, Washington, DC 20542.

Reprinted from UPDATE, July-September, Vol. 9 No.3

NEW MICROCOMPUTER PRODUCTS FROM APH

The American Printing House for the Blind (APH) is pleased to announce the beginning of a long line of microcomputer products available to you! The Talking Apple Literacy Kit became available in late summer 1986. The remaining materials will be available in mid to late fall 1986. Because of APH's nonprofit structure, the price of each of the products is determined immediately preceding its availability. These materials can be ordered using quota funds or can be purchased on a cash basis using school or local funds, or grant monies. The talking software products have been designed for use with an Echo II, Echo+, or Echo Commander speech synthesizer when using an Apple IIe or an Echo Cricket when using an Apple IIc, except where noted. Each of the pieces of talking software adapted or developed at APH also incorporates the TEXTALKER control commands for compatibility and flexibility in use.

TALKING APPLE LITERACY KIT (TALK): APPLE IIe

The Talking Apple Literacy Kit (TALK): Apple IIe Edition is a product which speaks for itself! TALK is a set of materials designed to provide visually impaired students and adults with their first exposure to microcomputers. This kit introduces the exciting world of computers with aural, tactile, and visual experiences.

The Teacher Kit includes eleven computer components for tactual inspection, a keyboard model with brailled keys, a teacher's manual in print and on cassette, three braille reference guides, and two pieces of talking software. The software, designed to run on an Apple IIe with an Echo II, Echo+, or Echo Commander speech synthesizer, include TALKING APPLE PRESENTS APPLE, which is an introduction to the Apple computer, Echo speech synthesizer, and TEXTALKER control commands, and TALKING WRITER, a program which contains a keyboard tutor, three games, and an introductory word processing program.

The Student Kit contains the two pieces of talking software, three braille reference guides, and brailled keyboard model. TALK is a generic kit which will complement almost any computer literacy

text. The catalog number for ordering the Teacher Kit is 1-08780 and the Student Kit is 1-08790.

ECHO COMMANDER

The Echo+ is a speech synthesis device which has been adapted at APH. The adapted model, Echo Commander, allows complete control of the synthesizer's speed and volume through two knobs mounted on an external box. The external box also houses a speaker and three output jacks. These three jacks allow recording of the speech with a direct connection through a patch cord, use of the synthesizer with headphones, and the use of an optional speaker for stereo output. Included with the Echo Commander: A Complete Speech System for the Apple II, Apple II+, and Apple IIe (1-07210) will be APH's enhanced TEXTALKER 3.1.1 software. The Echo Commander: A control Unit for the Echo II and Echo+ Speech Synthesizers (1-07220) will be available for those who have already purchased an Echo II or Echo+. It will include only the external box with a cable and mounting hardware and instructions on how to modify the interface card for converting the control unit into the Echo Commander complete speech synthesis system. (Some soldering is required to install the control unit to existing speech synthesizers.) The enhanced TEXTALKER 3.1.1 will not be packaged with the control unit, but can be purchased separately, if desired.

TEXTALKER 3.1.1

TEXTALKER Version 3.1 is software available from Street Electronics Corporation. TEXTALKER gives the Apple its voice. It is needed to make the Echo speak. It operates in the background of the computer and is invisible to other programs. Once TEXTALKER is installed, keystrokes and material displayed by other programs are spoken. However, this software was not written especially for blind users and so contained several irritating features for the visually impaired person using speech output as a valuable aid to communication. Version 3.1 has been upgraded to Version 3.1.1 at APH. TEXTALKER Version 3.1.1 will soon be available from both APH and Street Electronics. APH's TEXTALKER 3.1.1 will be packaged with a large type and braille user's guide.

The enhanced TEXTALKER 3.1.1 will allow greater flexibility, speed, and control of the speech by blind users. Some of the advantages include:

1. TEXTALKER now operates correctly on the Apple II+.
2. A new command allows filtering of multiple repetitions of characters.
3. Any keystroke now silences the speech.
4. Review mode now supports columns.
5. Review now reads a line immediately upon selecting or moving to that line.
6. The pronunciation of "backspace" when the left arrow key is pressed has been removed.
7. The user may now switch speeds and punctuation modes from within the review mode.
8. The user may now enter review at any time, not just while the computer is waiting for input.
9. TEXTALKER now includes a unique textfile reading program.
10. TEXTALKER now leaves the /RAM volume connected. (ProDOS version only)
11. TEXTALKER now preserves two critical memory locations used by some other system programs. (ProDOS version only)

The ProDOS version of TEXTALKER is supplied on the front of the disk. It requires an Apple IIe with at least 128K of memory or an Apple IIc. (The IIc has 128K of RAM built in.) The DOS 3.3 version of TEXTALKER is supplied on the back of the disk and runs on any member of the Apple II family of computers with at least 64K of RAM. In addition, Apple IIc users must have an Echo Cricket Synthesizer connected. Apple IIe and Apple II+ users need either an Echo II, an Echo+, or an Echo Commander speech synthesizer to utilize TEXTALKER. The catalog number for ordering APH's enhanced TEXTALKER 3.1.1 is D-89570.

SPEAKING SPELLER

SPEAKING SPELLER is a very flexible program which allows the teacher to create lists of spelling words and sentences using each word. The teacher has the option of adjusting the pronunciation of the word to be spelled by including a phonetic spelling. SPEAKING SPELLER allows for easy editing of all lists and allows the teacher to merge the contents of several lists into a review list.

Once the lists to be studied have been created and saved on disk, the students can call up a list of words to practice. In the practice mode, words are presented randomly from the selected list and read to the student in the context of the sentence supplied by the teacher. The student can hear the word as many times as necessary or can temporarily skip the word and move to the next one. If the student spells the word correctly, positive reinforcement is provided. If the word was misspelled, the student is told the correct spelling and asked to try it again. In the test mode, the student is not informed of errors until the end of the test when the report card appears. The report card can be a braille or print copy of the document, voice output only, or output only to the screen.

SPEAKING SPELLER will be available in both ProDOS and DOS 3.3. Each version will be placed on one side of a double-sided disk with instructions on a separate disk and also in a printed large type manual. The ProDOS version requires 128K of memory in order to use the speech synthesizer. The DOS 3.3 version runs on an Apple computer with at least 64K of memory. The catalog number for ordering SPEAKING SPELLER is D-85990.

ELEMENTARY VOLUME 1 - MATHEMATICS

ELEMENTARY VOLUME 1 - MATHEMATICS (GAMES AND DRILLS) is the first of the Minnesota Educational Computing Corporation (MECC) software series adapted at APH for use with speech output. The disk contains an assortment of mathematical drills, games, and puzzles suited for students ranging from third through ninth grade. The concepts addressed include logic, place values, metric conversion, rounding, approximation, addition, subtraction, multiplication, division, factoring, spatial orientation, and more. Each of the 11 programs on the disk is easy to use. However, the students can get descriptions from the main menu and instructions at the beginning of each program, if necessary. MECC's print manual will accompany APH's speech-adapted version. A brief APH supplement will also be provided. The catalog number for ordering ELEMENTARY VOLUME 1 - MATHEMATICS is D-19950.

COMPUTER BOOKS ON CASSETTES

As a final note, two computer books will also be available on 90-minute, 4-track cassettes. They are the APPLE II PRODOS USER'S MANUAL

(1983) and, for IBM or IBM-compatible users, RUNNING MS DOS (1985).

Larry Skutchan and Bob Glass provided valuable input to this article. If further information is needed regarding any of these products, please contact Debbie Willis, Larry Skutchan, or Bob Glass in the Department of Educational Research. Several additional exciting microcomputer-related products are also currently being adapted or developed at APH, but won't be available by the

end of the fall of 1986. Write or call us for an updated report on new microcomputer materials available from APH. Your ideas, suggestions, comments, or criticisms regarding microcomputer products are always welcomed by us.

Apple is a registered trademark of Apple Computer, Incorporated. Echo II, Echo+, and TEXTALKER are trademarks of Street Electronics Corporation. MS-DOS is a trademark of Microsoft Corporation.

Debbie Willis, APH

SPECIAL HAPPENINGS AT ENCHANTED HILLS

The Lighthouse for the Blind of San Francisco plans to offer several educational and recreational sessions throughout the year for children, adults, and families at Enchanted Hills Camp located near Napa, California. The 310 acre camp has excellent recreational facilities which include, miles of hiking trails, a solar heated swimming pool, a small lake for boating and fishing, an archery area, athletic field, and more. In addition to sleeping accommodations for approximately 150 people, space is available for music, drama, arts and crafts activities, and discussions. The camp has a reputation for excellent meals.

In addition to a summer camp program, some of the special sessions being planned include:

(1) Halloween Camp:
October 31 through November 2 for blind and visually impaired teens and adults.

(2) Thanksgiving Family Camp:
From November 28 through November 30 for blind and visually impaired persons and their families.

(3) Winter Holiday Camp:

From December 26 through December 28 for blind and visually impaired children and adults (children under age 16 must be accompanied by a family member).

(4) Easter Camp:

Age range and purpose to be determined.

(5) Memorial Day Family Camp:

May 23 through May 25 for blind and visually impaired children and their families.

For additional information about these and other programs at Enchanted Hills, contact:

Gil Johnson
Director, Client Services
Lighthouse for the Blind
1115 Mission Street
San Francisco, CA 94103
(415) 431-1481

THE GREEN KREBS

The new 1983 edition of "The Green Krebs" has not yet been made available to blind proofreaders. It wasn't possible to update the old metal-plate masters, as they were worn beyond usefulness. So a complete new re-brailleing is required.

By putting the new edition on computer disks, it will then be possible to update and revise much more easily than re-brailleing every time a new edition comes out.

Mr. Krebs has been consulted about suggested

format. There will be complete instructions provided to you. If you're interested in helping with this project (willing to undertake even a part of it) please contact: Norma L. Schecter, Chair, CTEVH Krebs Publications Committee, 8432 Northport Drive, Huntington Beach, CA 92646.

(Please state the kind of computer and program you're working with.) It should be an interesting challenge!

APPLICATION FOR CTEVH AWARD

In recognition of volunteer service rendered, members of CTEVH may earn awards upon achievement of qualifications outlined below. Delinquent members are not eligible for awards. Any member whose dues have not been paid by April 15 of the current year shall be considered delinquent. Hours and/or pages shall be counted from time of CTEVH membership.

Send to: Joan S. Levy
CTEVH Awards
339 Loma Media Road
Santa Barbara, CA 93103

My check in the amount of _____ payable to CTEVH is enclosed for:

pin____(Gold-filled only—\$10.50 each) charm____(10K gold only—\$25.00 each)

Name_____

Address_____

Guild or Affiliation_____

BRaille (Library of Congress Certification required)

Literary braille pages.....
Nemeth braille pages_____times 5/4 equals_____
Music braille pages_____times 5/4 equals_____
TOTAL braille pages (Qualifying: 5000 pages).._____

TAPE OR DISC RECORDING HOURS (Qualifying: 1000 hours)...._____

LARGE TYPE PAGES (Qualifying: 10,000 pages)....._____

SPECIAL SERVICES HOURS (Qualifying: 100 hours)....._____

(Educators, Guild Administrators, Professional Transcribers, Binders, Duplicators, Proofreaders, Illustrators, et al. Teachers of Braille Transcribing shall receive 50 hours credit for each student successfully completing a braille transcribing course, with proportionate hours credited for a student who does not complete a course.)

Verifying signature: GROUP CHAIRPERSON OR ADMINISTRATOR_____

NEWS OF GROUPS

GROUP ACTIVITIES

FOR SALE: Thermoform machine #1253-DGS; good working order; \$850 or best offer. This machine was first purchased in 1975 by **BERKELEY-WEST CONTRA COSTA CHAPTER, AMERICAN RED CROSS.** Telephone (415) 845-1430 for more information.

Since the discontinuation of their bindery work for the Library of Congress, active members of this group are building up their textbook work; also they are working on children's books for the California School for the Blind.

KINGS TAPE LIBRARY FOR THE BLIND (formerly Kings Transcribers Library) has a number of books on English history including the complete four volume series by Thomas B. Costain. Also there are a number of excellent books on the development of the British Navy. Contact the library for a complete list with book numbers. Their address is 202 W. Grangeville Blvd., Hanford, CA 93230, or you may telephone (209) 582-4843.

LUTHERAN BRAILLE WORKERS, INC. are observing their 40th anniversary of braille production. Newest production items are: (1) **THE GOOD NEWS ABOUT JESUS**, a new Evangelism Study written by Rev. Lenard Galster, in grades 1½ and 2 braille; (2) **LITTLE FOLDED HANDS**, a children's Prayer Book, in grades 1½ and 2 braille; and (3) **GOSPEL OF MARK** in large print.

MT. DIABLO TRANSCRIBERS FOR THE BLIND are offering Versa Braille as a new service; presently they have ten titles which may be obtained on loan. For further information, write to them at 2116 Youngs Court, Walnut Creek, CA 94596, or telephone (415) 937-5221 x23.

For the past 20 years, the Ontario Public Library has generously given space to store equipment, a work room for braille volunteers, and a classroom for teaching braille, so that the **POMONA VALLEY TRANSCRIBERS GUILD** could maintain their activities. Recognizing these generosities, the group honored Librarian Harriett Covey with a Certificate of Appreciation and a brunch at Rose Kelber's home.

Raised line drawings are no longer a service of the **RECORDING FOR THE BLIND, INC., LOS ANGELES UNIT.** One of the problems they have in preparing textbooks for recording for blind students is the textbook layout; they would like to have more input with publishers on the layout. Any helpful suggestions?

SISTERHOOD OF TEMPLE BETH HILLEL was honored at an annual Recognition Awards Dinner given by the Office of Disabled Student Services of California State University, Northridge. (See Honors page) This honor was given because of the Sisterhood's long history of serving students who are visually impaired or who have other reading disabilities.

The Sisterhood has been recording for the blind and handicapped for about 20 years. While they work mostly with the students at Northridge, they accept requests from anyone in need. Recordists are both men and women who record the books, articles, etc. in their homes; if the volunteer does not own a tape recorder, one is furnished by the Sisterhood. Volunteers have recorded the daily newspaper "The Sundial" for the last two years, and in 1985 the Sisterhood gave a \$500 scholarship to a blind student.

Another honor for SYLVIA CASSELL! About 200 well-wishers—long time transcribers, friends and family members—attended a Retirement Luncheon in June given for Sylvia by the **SIXTH DISTRICT, CALIFORNIA PTA, BRAILLE TRANSCRIPTION PROJECT, SAN JOSE**. Somehow "Sylvia" and "retirement" does not compute!

Used or unwanted eyeglasses (including sunglasses) are needed by **THE VOLUNTEERS OF SOLEDAD, PROJECT FOR THE VISUALLY HANDICAPPED**, for their work in helping the needy in the rural areas of Mexico and Central America. The eyeglasses are cleaned, sorted, adjusted, and a print-out is taken on a lens analyzer. The print-out is then put into a computer and a master index is made. This gives the doctors an almost instant access to the needed pair of eyeglasses. Any type or style of prescription or non-prescription can be used—all that is required is that the pairs have lenses and are in one piece.

In November 1985 the Soledad Lions Club introduced the volunteers to the Flying Doctors, a medical group who fly to Sonora, Mexico to dispense free medical care to the needy in the rural areas. Dr. Richard Koleszar, an Optometrist working with the medical group, together with the Monterey County Council of Lions accumulated over 30,000 pairs of used eyeglasses. These were delivered to the volunteers for processing with the aid of a lens analyzer donated to the project by the Humphrey Instrument Company. A central warehouse has been established where the doctors collect their required issue of glasses.

Anyone who would like to donate their used or unneeded eyeglasses to the project can send them to: The Volunteers of Soledad, P.O. Box 686, CTF South Facility, Soledad, CA 93960.

NEW OFFICERS/ADDRESSES

BRAILLE TRANSCRIBERS GUILD OF SAN DIEGO

Chairperson: Dorothy Del Vecchio
1807 Upas St.
San Diego, CA 92103
Tel. (619) 298-4219
First Vice-Chairperson: Milo McGowan
Second Vice-Chairperson: Mercedes Richey
Third Vice-Chairperson: Paula Landale
Secretary: Mary Gerde

LUTHERAN BRAILLE WORKERS, INC.

Executive Director: LeRoy Delafosse
P.O. Box 5000
Yucaipa, CA 92399

MT. DIABLO TRANSCRIBERS FOR THE BLIND

Chairperson: Dorothy Dutton
1608 Golden Rain, #2
Walnut Creek, CA 94595

POMONA VALLEY TRANSCRIBERS GUILD

Chairperson: Rose Kelber
538 W. El Morado Court
Ontario, CA 91762
Tel. (714) 986-5060

RECORDING FOR THE BLIND, INC., LOS ANGELES UNIT

Chairperson: Lynn P. Reitnouer
1305 Waverly Road
San Marino, CA 91108
(818) 449-4791
Vice-Chairperson: Irene Nevil
Secretary: Mrs. Charles Edmondson

SACRAMENTO BRAILLE TRANSCRIBERS, INC.

Vice-Chairperson: Betty Aicklen
Secretary: Virginia Hawes
Treasurer: Frida Tindall

SISTERHOOD OF TEMPLE BETH HILLEL

Co-Chairperson: Dorothy Monolson

SIXTH DISTRICT, CALIFORNIA PTA BRAILLE TRANSCRIPTION PROJECT, SAN JOSE

Chairperson: Peggy Dodge
2204 Cherrystone Dr.
San Jose, CA 95128
Tel. (408) 296-1188

INTERESTING TRANSCRIPTIONS

Braille Institute
Press Department
741 N. Vermont Avenue
Los Angeles, CA 90029-3594

TOSHIBA VCR M-5410 MANUAL by Toshiba Company, no copyright (braille, 1 volume)
RADIO AMATEUR FCC TEST MANUAL—EXTRA CLASS by Martin Schwartz, copyright 1985 (braille, 6 volumes)
PHYSICIAN'S DESK REFERENCE 1985, SECTION 4, GENERIC AND CHEMICAL NAME INDEX by Medical Economics Co., copyright 1985 (braille, 8 volumes)
ROTEL RX-850 by Rotel Co. Ltd., no copyright (braille, 1 volume)
HYMNS FOR THE FAMILY OF GOD (Selections), copyright 1976 (braille, 2 volumes)
SERVICE RIGHTS AND ENTITLEMENT PROGRAMS AFFECTING DEVELOPMENTALLY DISABLED CALIFORNIANS by Protection and Advocacy, Inc., copyright 1983 (braille, 3 volumes)

Sixth District, California State PTA
Braille Transcription Project
101 N. Bascom Avenue
San Jose, CA 95128

Authored by Advanced Computer Controls, Inc., copyright 1985:

RC-850 REPEATER CONTROLLER (CONTROL OPERATOR'S REFERENCE MANUAL), Firmware Version #3 (braille, 1 volume, 109 pages)
RC-850 REPEATER CONTROLLER (OPERATION MANUAL), Firmware Version #3 (braille, 4 volumes, 168 pages)
RC-850 REPEATER CONTROLLER (PROGRAM REFERENCE MANUAL), Firmware Version #3 (braille, 3 volumes, 205 pages)

All the above may be purchased at 8¢ each page, 70¢ each volume.

Woodside Terrace Kiwanis Braille Project
850 Longview Road
Hillsborough, CA 94010

ROUND THE BEND by Nevil Shute, copyright 1951 (braille, 9 volumes, 674 pages, available on loan or may be purchased for \$60.22)
THE SMALL BACHELOR by P. G. Wodehouse, copyright 1926-27 (braille, 7 volumes)
RIDE A PALE HORSE by Helen MacInnes, copyright 1984 (braille, 9 volumes)
THE IMMIGRANT'S DAUGHTER by Howard Fast, copyright 1985 (braille, 8 volumes)
BAKE-OFF 1986—PILLSBURY (braille, 3 volumes)
CANDY (braille, 3 volumes)
CANNING: SELECTED SECTIONS FROM SUNSET BOOKS (braille, 3 volumes)
NO SUGAR COOKING by Karen Taggert (braille, 3 volumes)

More cookbooks and pamphlets:
BAKER'S CHOCOLATE AND COCONUT
BIRDS EYE COOL WHIP
JELL-O BRAND GELATIN DESSERT
JELL-O PUDDINGS AND PIE FILLINGS
STRAWBERRY GOOD IDEAS

BRAILLE TRANSCRIBING CLASSES

CARMICHAEL

Tuesdays, 9:00 AM to 11:30 AM at Starr King Exceptional School, 4848 Cottage Way, Carmichael 95608 with Betty Schriefer, instructor. A \$10 fee is being charged to help pay for maintenance and repair of braille writing machines. For further information, contact Betty at (916) 486-9242 or Cathy Rothhaupt at (916) 971-7413.

further information, contact JoAnn at 6650 So. Land Park Dr., Sacramento 95831, or telephone (916) 427-8535.

SAN DIEGO

Beginning in January 1987, meeting at the offices of Braille Transcribers Guild of San Diego, 1807 Upas St., San Diego 92103, with Betty Marx, instructor. For further information, write to Betty at the Guild's address, or telephone (619) 298-4219.

HUNTINGTON BEACH

Thursdays, 9:00AM to 12:00 noon, with Norma Schechter, instructor, at the Christ Presbyterian Church, 20112 Magnolia, Huntington Beach; for further information, telephone Norma at (714) 536-9666.

SAN JOSE

Thursdays, 9:30 AM to 12:00 noon, at 101 North Bascom Ave., San Jose 95128, with Bea Bowers, instructor. For further information, telephone Bea or Peggy Dodge at (408) 296-1188.

PETALUMA

Year-round classes on Thursdays, 9:00 AM to 12:00 noon at McKinley School, Petaluma, with Freda Z. King, instructor. For further information, write to Phyllis L. Deaton, 1459 Magnolia Avenue, Petaluma 94952, or telephone (707) 664-1430.

WALNUT CREEK

Betty Osborne, instructor, will teach classes at 1920 Magnolia Way, Room 2, Walnut Creek 94596; for information as to time and day of week, contact Betty at (415) 937-5173 or write to her at 2116 Youngs Court, Walnut Creek 94596.

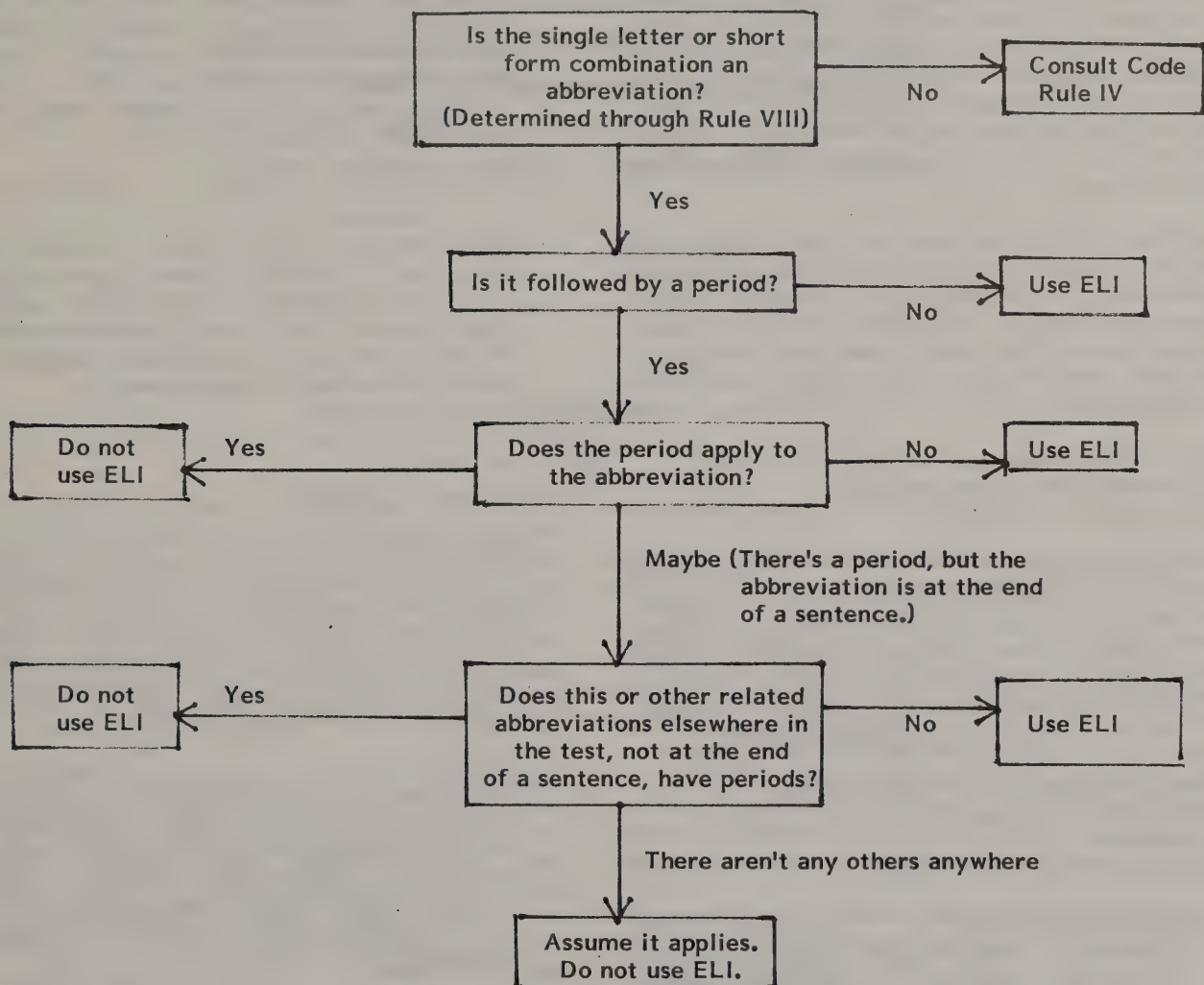
SACRAMENTO

On Fridays, 9:00 AM to 12:00 noon at Visual Service Center, 2750 24th St., Sacramento 95818, with JoAnn Noble, instructor. For

OUR SPECIALISTS SAY

ABBREVIATIONS (AGAIN!)

Here's a little flowchart to help you decide on the use or non-use of the English letter indicator (ELI) with abbreviations.



Joyce Van Tuyl
Braille Mathematics Specialist

EMBOSS BRIGHT DOTS

The object of this article is to present data on the currently available braille embossers which we know about, without any intent to recommend one or the other, and where to find out more about them. The data was collected from the manufacturer's data sheets, however, do not rely only on what is listed here. Buying an embosser is like buying a car. Get all the facts, before you buy, from the companies under consideration and get a demo "ride" with each before you buy. Today, there are a number of different designs, at reasonable prices, unlike a few years ago when only a few were available but very expensive. Just as some car buyers want just a box on wheels and others want a royal carriage the same is true for braille embossers. What to buy, what to buy? Aye, that's a very good question. Talk to other users; we may be able to put you in contact with someone else who owns a particular embosser, so give us a call.

In addition to the purchase price of an embosser there are accessory items which are an additional expense such as shipping cost, manuals, cables, amintneance contract if desired. And don't forget to order paper. Our local group has used paper from APH and American Thermoform and found them satisfactory.

Ohtsuki Comm. Products, Inc. (415) 947-3148
1399 Ygnacio Valley Road, Suite 24
Walnut Creek, CA 94598

Model: BT-5000 Price: \$4,980
Friction feed, continuous form or single sheet; 13 cps; 41 chars/line; parallel or RS-232C serial; 300 to 19,200 bps; ASCII; no input buffer; Size: 20.5W x 10.6D x 6.8H (inches); weight: 24 lbs. (3 modes: Braille, ink print or ink under braille)

Telesensory Systems, Inc. (415) 960-0920
455 North Bernardo Ave.
P.O. Box 7455
Mountain View, CA 94039-7455

Model: VersaPoint Price: \$3,595
Continuous form tractor feed; 20 cps; 44 chars/line; parallel or RS-232C serial; 110 to 9,600 bps; ASCII; 30,000 byte buffer; Size: 10.4W x 16.0D x 6.7H (inches); weight: 39 lbs. (Interfacing parameters are set-up using a braille menu for selection instead of dip-switches.)

Triformation Systems, Inc. (305) 283-4817
3102 S.E. Jay Street
Stuart, FL 33497

Model: Personal Brailer Price \$3,450
Continuous form tractor feed; 12 cps; 40 chars/line; RS-232C serial; 75 to 19,200 bps; ASCII or BAUDOT; 12,000 byte buffer; Size: 26.5W x 18.5D x 8.5H (inches); weight: 50 lbs.

Model: Romeo Price: \$2,750
Continuous form tractor feed; 20 cps; 42 chars/line; parallel or RS-232C serial; 50 to 19,200 bps; ASCII or BAUDOT; 12,000 byte buffer; Size: 21.0W x 13.0D x 7.5H (inches); weight: 25 lbs. (water tight case with handle; will emboss plastic.)

Model: Cranmer Modified Price: \$2,550
Perkins
Single Sheet, friction feed; 10 cps; 42 chars/line; RS-232C serial input/output; 110 to 9,600 bps; ASCII; 4,000 byte buffer; Size: 16.0W x 11.0D x 9.5H (inches); weight: 24 lbs. (Capable of stand-alone composing, editing and embossing braille text.)

Visualtek (213) 452-5966
1610 26th Street
Santa Monica, CA 90404

Model: MBoss-1 Price: \$3,225
Continuous form tractor feed; 10 cps; 40 chars/line; parallel or RS-232C serial; 110 to 9,600 bps; ASCII; 4,000 byte buffer; Size: 22.6W x 15.9D x 14.0H (inches); weight: 34.2 lbs. (6 or 8 dot cell; during embossing braille must be read from the back.)

Model: index Price: \$4,395
Continuous form tractor feed; 20 cps; 42 chars/line; RS-232C serial input/output; 110 to 19,200 bps; ASCII; 22,000 byte buffer; Size: 19.3W x 11.2D x 6.5H (inches); weight: 27 lbs. (8 key braille keyboard for 6 or 8 dot braille; can be used as a computer terminal.)

Diann and Ken Smith
CTEVH Computer-Assisted Braille
Co-Specialists (Northern California)

LARGE TYPE

This week I received information and a complimentary copy of a book from the Doubleday Large Print Home Library. The Library offers a wide selection of adult titles - novels, romances, mysteries and how-to books for the cook or gardener. These books are well-bound, hardcover editions of a comfortable size set in 16-point type. Many of the titles are current best sellers. Some titles are divided into two volumes for ease

in reading. Books are offered through a book club. Members make their selections from a monthly magazine of available titles. The Doubleday Large Print Home Library is located at 501 Franklin Avenue, Garden City, New York 11535-1104.

Print sample from LIVING WITH THE KENNEDYS:
The Joan Kennedy Story:

Perhaps more ominous for the future was the attitude of the Kennedy men toward their wives—and toward the women who were not their wives. The Kennedys weren't interested in great women, according to one observer. They wanted worship. And they felt that be-

Marian Wickham
CTEVH Large Type Specialist

TRANSLATION PROGRAM USED TO BRAILLE

The first day of school is here, and with it the urgent need for braille transcriptions of materials that are to be passed out in the first class meeting. With eight braille readers in high school, how will teacher handouts be transcribed? Each student will need braille copies to refer to. Each of the eight has four classes, and each class has at least three print pages. That's a whole braille volume for just the first day of school! This is a nightmare!

But I have a bright idea! What about getting the students in a typing class involved? They could use the incentive and I could use the help. The computer keyboard isn't much different from the typewriter, only some extra keys which they don't need calculus to use. I have talked to my principal and typing teachers and they can see the possibilities in this idea. School has been in session only seven days and the advanced students are still being evaluated as to skills, etc. I really

have great hopes for this solution.

My district owns two computer programs that will make a braille translation. These programs are BRAILLE ED-IT from Raised Dot Computing, 408 S. Baldwin Street, Madison, WI 53703, phone (608) 257-9595, and BRAILLE TALK from Computer Aids Corporation, 4929 South Lafayette Street, Fort Wayne, IN 46806, phone (219) 456-2148. A strong word of caution (perhaps unnecessary to many of you): these translation programs are not perfect and should be used only for experienced braille readers! And only for "emergency," "stop-gap" problems such as that described.

It's tough running from behind but with the help of typing students maybe we can be more current.

Billie Anna Zieke
CTEVH Braille Textbook Format Specialist

RECORDING TRANSCRIBER: HANDLE WITH CARE

PART II—LIGHTING AND MAGNIFICATION

In my last article, the dreaded malady RTS (Recording Transcriber's Syndrome) was almost history. Sore necks were eased with reading stands. Sore throats were soothed with cough drops and liquid refreshment. After all was said and done, the only remaining RTS symptom was eyestrain.

In our battle against this mighty foe, recording transcribers have many allies. One of our best friends is proper lighting. Another is magnification. The third very unassuming little friend is an occasional rest from concentrated reading. These factors together will prevent tired, overworked eyes better than all the Visine® money can buy.

Improper lighting can be a major cause of discomfort while reading. Too little light will decrease the contrast between print and background. It will make your eyes work harder to resolve an image. Too much light will cause annoying glare. A proper balance is needed for comfortable reading.

One level of light may not be suitable for all types of printed material. More light may be helpful to read small print. It also will help when contrast is poor (paperbacks printed on recycled gray or beige paper with poor quality print are notorious for poor contrast). Less light may be required when print is on the glossy, highly reflective paper used for magazines or art books. Lighting requirements should be considered whenever a new recording project is undertaken.

Many types of lighting devices are available to choose from. Most reading lamps are effective and inexpensive. Some restrict bulb wattage to under sixty or seventy-five watts, but this may be ample for your needs, especially if supplemented by overhead lighting. Incandescent lighting is preferred over fluorescent lighting. Fluorescent light's rapid flicker can cause headaches. They also may produce a hum that can get onto your recorded soundtrack. Hi-intensity lamps with transformers built into their bases can also produce a recordable electric hum. Frosted "soft white" incandescent bulbs are ideal for reading. Bulbs between twenty-five and seventy-five watts should meet all your lighting requirements. Yellow bulbs are used by some readers to enhance print contrast. Your preferences and the type of print you're reading will determine your lighting choices.

In some instances, magnification will aid reading comfort. A relatively low magnifying power will sufficiently enlarge the small print found in paperbacks, quoted extracts, and reference sections. Low magnifications (1.5x to 2.5x) will enable the lens to be bigger (some have up to 12" diameters) thus limiting the need to move the lens as a page is read. A low power will also minimize distortion and that "seasick" feeling one can get looking through a magnifier. A magnifier on a flexible arm stand will keep your hands free. The new flat, flexible sheet magnifiers will probably not suit your needs; little concentric circles etched in the surface will drive you nuts, and they are easily scratched. Your magnifier may not be used often, but when it's needed, it can be a lifesaver.

Proper magnification may also include an ophthalmic prescription for reading glasses. Recording transcribers (and everyone else for that matter) should visit their ophthalmologists or optometrists at least once every two years. Your eye professional should be made aware of your special reading endeavors, and any eye discomfort you may be experiencing. The proper reading prescription will not only make your eyes more comfortable, it could also make your reading more smooth and accurate.

The last suggestion for carefree reading is rest. Reading is to your eye muscles what pumping iron is to your biceps—it's work! Take an eye break. For about a minute every fifteen minutes or so direct your focus on a distant object (20 feet away or more is best). At least every hour, get up, stretch, look around, and relax. The transcriber who uses his reading breaks to catch up on the latest issue of Time magazine may be relaxing his voice for a while, but his poor eyes are working overtime. If your eyes or your voice are showing signs of strain, know, too, when to quit for the day. A transcriber who takes care of his eyes and voice from session to session will probably, in the long run, do more reading with greater enjoyment and accuracy than the reader who overdoes the length of individual sessions.

So that's it! Reading stands, throat-soothing beverages and lozenges, proper lighting, magnification, and rest are the prescribed cure. If we beat smallpox, can't we get rid of RTS, too?

Leslie Burkhardt
CTEVH Recording Specialist

LITERARY BRAILLE POT-POURRI

IT'S SO EASY TO OOPS

If you plan to copy page 47 of the Summer 1986 TCT as a permanent reference, please add the "hitch-mark" in the third sentence of Item 2. of the left-hand column, to read:

He paced to and fro.

EVER READY REFERENCE MIGHT BE NICE

A letter came from Joan Schwartz, daughter of my beloved (and outstandingly brilliant) first proofreader, Margaret Valencia. Joan had found an antique 1914 edition of the Mary Baker Eddy book, "Rudimental Divine Science", but found she couldn't make head or tail of the dots. Turned out to be in New York Point, and that dot-alphabet had been printed in the Fall 1980 issue of TCT.

Are there ever others who have occasional need of an Index that would help us find information in back issues? Should we seek the services of a retired librarian, perhaps, who is also a brailist? (Such an Index would have to bear a strict cautionary note, warning that code changes may have made certain prior articles no longer valid as a current guide-line.)

BUBBLE-PLASTIC TO PROTECT PRECIOUS STUFF

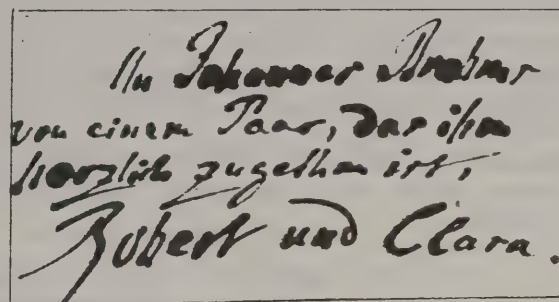
When writing to friends in braille, I have a system that sends it safely through the mails. To begin with, I use 8½" x 11" paper, turning it so the 11" side goes across the brailier, allowing a full 41- or even 42-cell line. This fits neatly in a standard 9" x 12" manila envelope.

To protect the braille, I use the sheets of bubble-plastic that are used in shipping china or crystal—cutting a sheet to size, placing it with the bubbles against the raised dots of the first page, before sliding the whole thing into its envelope.

Ordinarily I use my "FREE MATTER FOR THE BLIND" rubber stamp; but for letters I want to arrive promptly, I suggest paying first-class postage; especially those letters that go overseas, which I send "AIR MAIL", as normally surface-mail and Free Matter could take several weeks to get there.

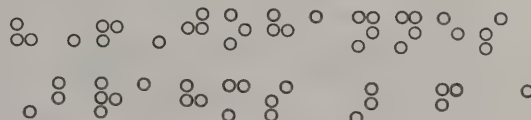
BEWARE OF THE SLASH-ER

How do you braille the diagonal line (or slash) between words? A simple question, no?—it's got to be dots 3-4. Well, now, take a gander at the following print example:



"To Johannes Brahms / from a couple who / are sincerely attached to him, / Robert and Clara."

It is impossible to use dots 3/4, with a space before and after. Though this is prose, we can borrow the poetry-line sign that we use when poetry is written in prose form with an oblique stroke used to separate the poetic lines. From the new Dorf-Tate Instruction Manual for Braille Transcribing, page 60, section 11.1e: "this oblique stroke should be represented in braille by dots 3-4-5, preceded and followed by a blank cell."



Norma L. Schecter
CTEVH Literary Braille Co-Specialist

SACRAMENTO FILE

NEWS FROM CDHS

With the opening of school, CDHS staff is once again challenged to respond to the many requests for materials and equipment from teachers and students. Linda, Nancy, DJ, and Dorothy have been deluged with inquiries, countless titles have been searched, Depository shipping orders and/or referral letters prepared. Nena has checked the status of APH quota backorders and processed many new ones. Norman has busily duplicated copies of textbooks requested from the MTL and Don has prepared countless books and equipment for shipment. All staff—Dave, Aikin, and Ron, and his student recordists have hustled to get out new books and disseminate information about materials, aids, and equipment needed by schools.

Beyond the usual daily demands, staff has achieved several major accomplishments with the opening of school:

(1) The registration forms have been prepared and sent out to all superintendents of schools and their designees individually who registered students last January. This early mailing enables school personnel to work with parents in obtaining eye reports, scheduling new student eye examinations recommended by eye specialists, and acquiring parental permission for reporting the required student data to the Printing House for the APH Federal Quota Program. School personnel—be aware that the forms have been mailed. If you have not received yours, please let us know.

(2) The APH Federal Quota Program fiscal year comes to a close on September 30. CDHS has been notified that the program will again be funded throughout the coming year, October 1, 1986 through September 30, 1987, by Congress on a continuing resolution at the current level. Because of the registration of an increased number of blind students last January, the student per capita allotment will be slightly less than the per capita established for the current year. In keeping with the policy of liquidating encumbered state balances, the Printing House will recall such state funds to be reallocated with the 1986-87

quota allocation. Consequently, CDHS, in like manner, has reassigned unencumbered balances remaining in school accounts to balance deficiencies of those accounts where schools have exceeded their maximums. In accordance with the APH spring order letter, schools were authorized to order in the red up to 50 percent of their anticipated quota generated for next year by their January registrations. Therefore, although no unencumbered balances have been carried forward, past September 30, indebtednesses of up to 50 percent have been carried forward. Nena has established a new account ledger and will begin posting all quota orders against the new accounts processed by CDHS after September 26, 1986, as all those orders will not be processed by APH until after the new fiscal year.

(3) CDHS is again administering the allocation of the "Reader Employment Fund" authorized through Education Code Sec 45370-45372. Announcement letters and intention to participate forms have been mailed to schools. During the past school year, 26 school systems employing 32 blind teachers were allocated \$87,418.14. These special funds provided by the legislature to assist school systems as "reasonable accommodation" are meeting not only the professional needs of teachers who are blind, but also serving as an incentive for the employment of qualified teachers who are incidentally blind. School personnel may contact CDHS for additional information about this program.

(4) A first announcement of a series of hands-on computer workshops led by Dave, "Dr. David Usan", has been mailed to SELPA directors and county and district special education administrators in Northern California and Central San Joaquin Valley regions. These workshops will focus on training trainers, preparing local personnel to assist their fellow teachers with their technology needs:

(A) Exploring low-cost computer speech output applications and developing proficiencies in their use.

(B) Learning to use a low-cost 'Talking Word Processor.'

(C) Observing "VOICE INPUT, VOICE OUTPUT" technology for possible use with speech-impaired students (i.e., talking to a computer via a microphone; having the computer then speak via its speech synthesizer).

A special feature of these workshops will be to develop skill with **WORD-TALK**, a talking word processing program very usable in special education with visually impaired students, as well as with sighted students having reading problems. Interested participants should contact Dave at CDHS to make arrangements (916) 445-1290.

Help CDHS staff help you help your students! Plan ahead; allow transaction time. Know your service agencies and their respective services - Office of Curriculum Framework and Textbook Development/Textbook Distribution Unit, California

State Library/National Library Service, CDHS/Aural Media Services, etc. Do your homework first; know order procedures. Check your latest catalogs and sources of information. Use appropriate order forms: Textbook Distribution Unit Braille and Large Print requisitions, APH Federal Quota order forms, CDHS B-10 forms, and the like. Know that items can be ordered from APH on accounts receivable or by cash payment. Maintain your own Federal Quota account balances. Report to CDHS surplus items available for sharing and reassignment. Report to CDHS new transcriptions in progress and completed by school transcribers. Order books in special media for students according to their primary and preferred reading mode, rather than by modes readily available to you, the teacher. Explore and use local resources - your school curriculum and guidance office and technical expertise, your school and community transcribing services, the CTEVH Specialists, etc., before calling upon state and national resources. CDHS can help you and your students more effectively when you have done your homework.

Fred L. Sinclair, Director CDHS

CAPITOL CORNER

SPECIAL EDUCATION DIVISION NOTES

The first California Statewide Conference on Special Education will be held October 28-29, 1986, in Sacramento. The purpose of the conference is to provide information and opportunities for resource sharing, to give local administrators an opportunity to increase their knowledge regarding special education programs, and to provide a forum for highlighting exemplary practices, e.g., infant-preschool, bilingual, mainstreaming, secondary strategies and vocational/career education.

The Department's Sunset Review Report to the Legislature concerning the State's special education programs, as required by EC 62000, et seq., was transmitted September 15, 1986. The Advisory Commission on Special Education submitted a Sunset Review report on that date also.

The Federal Office of Special Education and Rehabilitative Services (OSERS) submitted its report of findings during a program review of the California SEA conducted September 18-27, 1985, on September 21, 1986—approximately one year later. Special Education Division staff

persons are reviewing this report. The California Department of Education is allowed sixty days in which to respond to the report.

The California State Plan for Provision of Services to Eligible Handicapped Individuals, required by P.L. 94-142, is now in the process of revision. The revised plan must be submitted to OSERS after statewide public review and consideration by the Special Education Commission, the State Superintendent of Public Instruction, the State Board of Education, and the Governor in order to qualify for federal P.L. 94-142.

Special Education Division staff members have completed training sessions on the Coordinated Compliance Review process. All professional staff members are to participate in at least one site review—during the 1986-87 school year.

The 1986-87 Budget Act established a Transition Service Center whose primary objective is to coordinate transition activities throughout the state, and to aid handicapped individuals in moving from school to adult life.

SED staff continued planning for the 1986-87 activities for the California Deaf-Blind Center while at the same time writing the 1987-88 Deaf Blind Application which is due in Washington, D.C. on October 15, 1986.

Six pilot awareness programs are in their third and last year of funding from the state. An evaluation report is due to the Department in April, 1987, on the effectiveness of these programs in providing awareness among non-special education students of the problems and unique conditions faced by handicapped students.

Forms for the required update of Low Incidence Directories will be mailed to the field on September 15 with a November 1 return date. Plans are continuing to computerize the data to facilitate future directory updates and to fulfill requests from the Legislature and the field.

The Commission and the Division's joint Least Restrictive Environment policy statement has been presented to the State Board as an information item. No negative comments were received. Approval is anticipated at the October Board meeting.

Staff is working with the Local Assistance Bureau in the distribution of \$5 million for further expansion of infant services and the distribution of federal infant discretionary funds. To avoid any possible supplanting issues, federal funds cannot be distributed until all available state funds are allocated.

Notifications of approval were sent to the thirty-eight Special Education Local Plan Areas which have Preschool Incentive Grants. Grant letters will be sent as soon as the Infant Preschool Unit receives the grant award letter from the U.S. Department of Education.

During September, two joint public hearings (Departments of Education, Health Services, and Mental Health) were held on the emergency regulations regarding interagency responsibilities for providing related services to handicapped children. Public input is being considered by a joint agency team during September and October. Six information papers on interagency coordination issues have been prepared and are being reviewed by the administrative and legal staff prior to dissemination to the field.

Staff, Division of Special Education
California State Dept. of Education

FOREIGN AFFAIRS

THE TIMES THEY ARE A-CHANGIN'

(More from Tom Maley about
proposed changes in English Braille)

Those of you who enjoyed reading (in the Fall 1985 issue of THE CALIFORNIA TRANSCRIBER) the article by Tom Maley about changes in braille, will no doubt find the following fascinating. It's indicative of the really active and wide-open discussion that has been going on in the British Isles, including both "specialists" and "braillists" (by which they mean not braille transcribers, but braille users), since the 1982 International Conference in Washington.

The next International Conference, presently scheduled for September 1987 in London, may possibly have a broader attendance from countries which use English either as a primary or a secondary language. The number of official representatives is fixed by the Braille Authority of North America (BANA) and the Braille Authority of the United Kingdom (BAUK). A limited number of Observers will be permitted to attend, and may submit papers. To do so, immediately send a title and brief description of the paper in both braille and print

to Miss Connie E. Aucamp, 25 Napier St., Worcester 6850, Republic of South Africa. If the topic is deemed appropriate, you will be notified. Your CTEVH representative will be attending as an Observer, and will be presenting two papers. One will be an update of the comparison between the British and American braille codes; the other will be proposed discussion of a change in the slash-mark, the use of the termination-sign, and the overlapping of structural portions of words.

If you would want to attend as an Observer, you may write (in braille preferably) to: Mr. W. P. L. Poole, Chairman, BAUK, 97 New Bond Street, London W1Y 9LF, England.

Norma L. Schecter
CTEVH Literary Braille
Co-Specialist and
CTEVH Representative
to BANA-BAUK
Int'l. Conference

BRaille REFORM - 1

TOM MALEY

An unprecedented exercise in consultation took place in the early part of 1986. Ten one-day conferences were organised throughout the United Kingdom for the purpose of studying proposals for the reform of Standard English Braille. Despite the speed with which the conferences were set up, the unusual nature of the event, and the often patchy publicity, an encouraging response was aroused. Beyond doubt the objectives of the exercise were achieved:

- ° Information about code design activity in recent years was widely distributed.
- ° The part to be played by the Braille Authority of the United Kingdom (BAUK) in controlling reform was clearly defined.
- ° A large number of braille readers were given an opportunity to express themselves at length on the subject of braille reform, and on other matters, in the knowledge that their views

would not just be heard and then set aside.

This report devotes as much space as possible to a statement of the views of those who took the trouble to come to the conferences. Many of the comments quoted were echoed again and again, while others were passing insights which merited record. Much of what was said, particularly the more emotional outpourings, may have been uttered in a context which it is impractical to recover in these pages. There may have been little said that was new because so much work has already been done within the narrow confines of braille code design. But a particular view could be increased in significance depending on its source: new braillist, experienced teacher, person with knowledge of foreign braille codes. A lot of sincere concern was shared about the state of braille and the struggles to attain literacy and education by certain individuals. I hope the flavour and tone of the conferences will emerge from this report.

Space is also devoted to the presentations of the official speakers. The author of the report attended all but one of the conferences and invariably made a major contribution in both fact and opinion. Not all the speakers were members of the Braille Authority. Notable contributions were made by several non-BAUK speakers.

The formula for each conference was as follows. An introduction to the subject was given. Selected aspects were then dealt with by a guest speaker or speakers. Each conference had somewhat different input at this stage, which was inevitable given the width of the whole subject. The middle of the day was taken up with the close-quarters discussion, the conference being divided into groups of about ten people, depending on the overall attendance. The substance of the discussion revolved around details of three alternative codes which were set out succinctly, with ten sample sentences each, in a braille leaflet prepared specially (see Tables). The leaders of each group had the responsibility of focusing discussion and where possible of providing information. Backup for the group leader was given by the author of this report. The group leaders were chosen or 'volunteered' not as members of the Braille Authority but as individuals likely to manage the group most effectively. On returning to the full conference the leaders summarised their work of the past few hours for the benefit of the whole conference. The day ended with an open forum for reflection and questions. In the smaller conferences it was possible to adopt a more leisurely approach and allow greater participation from the floor throughout the day.

Over 300 braille users and significant others came: this despite invariable short notice and minimal announcement. The hasty preparation which affected all the conferences reflected the overstretched resources of the Braille Editorial department at RNIB's Braille House from where the operation was controlled, and certainly not any lack of care for the theme or the result. Much thanks is due to the local organisation and authorities who collaborated and the volunteers who came to help. Excellent support was given by RNIB's Customer Liaison unit, which was represented at all the conferences and took advantage of the situation by issuing a questionnaire on RNIB services.

A sketch of those who attended would reveal a predominantly elderly group, mainly drawn from the congenitally blind, having used braille all their lives, and probably having worked in one

of the established blind 'professions' such as telephony, welfare, education of the blind, braille production, academic teaching or law. A deeper analysis was not attempted and may well not have revealed anything more surprising. But it is important to bear in mind whose voices are being transmitted when calculating the weight to be allocated to their counsel. The braille readership as a whole may closely resemble the above sketch.

WHY ARE WE HERE?

At the beginning of a study conference there were many, no doubt, who wanted to ask "Why change braille at all?" By the end of the day the case would have been made if not necessarily accepted. It was therefore necessary to introduce the subject in the following way.

Standard English Braille (SEB) was agreed at an Anglo-American conference in 1932. Some minor changes were made in 1960 following a further conference in 1956, and it was agreed that countries using English braille should not diverge in its practice. This intention was reiterated in 1982 at the Washington conference after a unilateral amendment to the code in North America in 1980.

But the notion that braille could be improved by amending the contractions has never been far from the minds of those who use a lot of braille or teach it. Hamish Lochhead, a teacher at the Royal Blind School, Edinburgh, submitted an ingenious code to the 1956 conference. It was rejected because the conference agreed not to countenance 'substitution'—that is, any change in the meaning of a sign already in use. They must have been persuaded that substitution would render the 'old' code inaccessible to those who only had knowledge of the 'new'.

Interest in reform revived again with the introduction of translation into braille by computer programme. In 1978 a research project, funded by the DHSS, was set up under Dr Michael Tobin and Dr J. M. Gill at Birmingham and Warwick Universities respectively. Members of BAUK were consulted throughout the research, and a thorough questionnaire was distributed by Dr Gill which was responded to by 321 individuals—almost exactly the same number as attended study conferences in 1986. Frequency of braille 'contractions, uncontracted words and letter groups, having regard to function and relative location, were measured by computer within bodies of English text with a view to establishing the efficiency or otherwise of Grade 2 English braille.

The results of the investigation, published in *A STUDY OF BRAILLE CONTRACTIONS* (1980), were unequivocal—Standard English Braille was inefficient in saving space and consequently as a means of making braillists read more fluently. Grade 2 Standard English braille saves a quarter of the space consumed by uncontracted text and experiments seemed to show that a much less contracted code, using better but fewer contractions, could save as much space. Reading speed appeared to be linked closely to the distance travelled by the fingers. But more contractions, introduced for the purpose of further reducing the bulk of braille text, would be counter-productive above a point not very far beyond present Grade 2. It is obvious that an optimal result could be gained only by extensive substitution of new meanings for old signs, and a pragmatic solution would have to be found which would not upset those who were accustomed to reading in old braille and who would find it not just inconvenient but unthinkable to submit to a substantial revision of their primary reading medium.

Using the data provided by the study, leading members of the Braille Authority set out to design codes which could ultimately be accepted by BAUK as a new standard. Bill Poole and Martin Milligan worked on 'Basic Contracted Braille' (BCB). In line with a resolution of BAUK of 1979, this new code would have fewer than 100 contractions, of which not more than a quarter would be substitutions or entirely new, and the space saved would be as much as that saved by Grade 2. The 1982 Washington conference passed a resolution that 'substitution' could now be accepted as a principle of code design. This basic code would be more rational and easier to learn for newcomers. But a more advanced code ('Advanced Contracted Braille'—ACB) would be constructed as an upper tier for the use of those who had to read large amounts of braille and would therefore benefit greatly from a compact medium for text, saving perhaps another quarter of the total space.

John Lorimer, a teacher of long standing in the Birmingham school for the visually handicapped, designed another code which was a modest revision of Grade 2, not any more rational than Grade 2 at 150 contractions but sufficiently pruned to gain support of conservative-minded braillists on both sides of the Atlantic while not incurring any of the threats to readership entailed by a radical revision.

Throughout these years of code design activity a general concern was growing about the level of literacy amongst the visually handicapped or, as seen from the other side, the decline of braille. In this climate it was inevitable that a reaction should occur against BCB on the ground that BCB was a code for those who already knew braille, those who could cope. To simplify braille, to make it more accessible to the newly blind and the sighted, remove any of its ambiguities and exceptions, these were the objectives of Tom Maley and David McCann, who entered upon braille code design at the eleventh hour from Braille House, RNIB. 'Simple Contracted Braille' was born in February 1985 and in its short life only reached 35 contractions while saving 17 out of 100 pages against Grade 2's score of 25. Four out of the 35 contractions in SCB were new, but more significantly there was a reduction of regulation to facilitate learning while only marginally affecting space and fluency. The designers of SCB were opposed to a two-tier code system on various grounds: established braille users could cope well enough with a less contracted code for reading and writing; decisions by braille producers about which code to transcribe into would always cause irritation; the image of braille would be damaged by an appearance of elitism which would act as a disincentive to potential learners.

Thus the stage was set for a consultation which might turn into a confrontation, with three competing and conflicting codes arising from one movement for change. Responsibility for controlling the destiny of braille lay with BAUK. The initiative to set up the study conferences emanated from RNIB where the Braille Editor, Tom Maley, also happened to be the BAUK Secretary. Division of opinion within BAUK over code design objectives was not the only problem which the Authority faced at the end of 1985. There was a growing feeling that it did not represent the braille readership, and that when a decision had to be taken the validity of that decision might be questioned by those who felt that they were not represented. A revision of BAUK's constitution was pending. But it had not yet been reformed and was still invisible to many braille readers. The study conferences would be an opportunity to be grasped by BAUK to put itself right with the public until the benefits of a reformed constitution and defined objectives began to be demonstrated.

TABLES 1, 2 & 3

The study conference leaflet

Note - The three codes chosen for these conferences were presented as briefly as possible for study and reference in group discussions.

1. A PROPOSED REVISION OF THE GRADE 2 CODE by John Lorimer

Additions:

Dot 2 - at (treated like 'to' and 'by')

GH - been

WH - es (end of word)

hs - has

ED - he

ING - is

o - on

456 o - only

45 o - other

456 p - place

45 p - port

lower j - tt (middle of word)

Wht - what

When added to pronouns the letter f and the letters vs represent respectively 'self' and 'selves'. This allows all such pronouns to be treated in the same way.

Deletions:

Conceiving, Perceiving, Deceiving, Declaring, Rejoicing, Deceive, Altogether, Receiving, Rejoice, Conceive, Perceive, Afterwards, Beneath, Below, Declare, Neither, Tonight, o'clock, Paid, Today, Whose, Although, Afternoon, According, Beyond, Either, Tomorrow, Knowledge, Above, Lord, Enough, Behind, Beside, Almost, Child, Already, Immediate, Quick, Us, Character, Spirit, Letter, Necessary, Go.

2. SIMPLE CONTRACTED BRAILLE by David McCann

j - was

k - to

q - which

s - said

The following words are the same as in Grade 2:

but, from, have, like, more, not, people, that, will, it, you, as.

The following signs represent the same groups of letters as in Grade 2:

and, for, of, the, with, CH, GH, SH, TH, WH, ED, ER, OU, OW, EN, IN, ST, AR, ING.

There are no sequences of unspaced words.

3. BASIC CONTRACTED BRAILLE by W. B. L. Poole

Simple wordsigns

B - but
C - could
D - said
E - he
F - from
G - were
H - have
J - was
K - they
L - like
M - more
N - not
O - on
P - people
Q - has
R - their
S - she
T - that
U - should
V - very
X - it
Y - you
Z - as

AND - and
FOR - for
OF - of
THE - the
WITH - with
CH - such
GH - or
SH - shall
TH - this
WH - which
ED - had
ER - there
OU - would
OW - we
w - will
Dot 2 - at (sequenced)
lower B - be
lower F - to (sequenced)
lower H - his
lower I - in
lower J - by (sequenced)
ST - is
ING - an
BLE - been
AR - are

Letter group contractions:

(I = initial, M = medial, T = terminal)

AND - an (MT)
FOR - ght (MT)
OF - on (IMT)
THE - ss (MT)
WITH - at (IMT)
CH - ch (IMT)
GH - or (IMT)
SH - sh (IMT)
TH - th (IMT)
WH - wh (IM)
WH - es (T)
ED - pr (I)
ED - ed (MT)
ER - er (MT)
OU - ou (IM)

OW - re (I)
OW - ow (MT)
Lower B - be (I)
Lower E - en (IMT)
Lower H - oo (M)
Lower I - in (IMT)
Lower J - tt (M)
ST - st (IMT)
ING - un (I)
ING - ing (MT)
AR - ar (IMT)
Lower c - com (I)
Dot 4 - ly (T)
456 - al (IMT)
6 - ion (IMT)

Notes:

The wordsigns for 'and' and 'the' are to be written in sequence with the following word but if this is not possible then these contractions can still be used.

The wordsign 'the' is to be written in sequence after any of the wordsigns 'as', 'but', 'from', 'in', 'on', 'or', 'that'; but if this is not possible all these contractions can still be used.

In my next article I shall describe the input to the conferences from the designers of the codes and other speakers and the reaction from those

who attended, as well as touching on the aftermath of the exercise.

[From THE NEW BEACON, June 1986]

SEEN
AT
CONFERENCE



C T E V H
CONFERENCE
X X V I I



INTRODUCTION TO
"STATEMENT OF EDUCATIONAL NEEDS
OF VISUALLY IMPAIRED STUDENTS
IN CALIFORNIA"

Once again, Good Morning. I can't help but feel the planners of this morning's session noticed this week began with St. Patrick's Day, and figuring one can never have too much of an Irishman, scheduled yours truly for a second appearance. "Top-o-the Morning To You All!"

As noted in the programs, my Topic deals with a "Statement of Educational Needs of Visually Impaired Students." This written statement has been prepared by a number of individuals whose names are well known to virtually everyone in this hall. Many of the writers are sitting among you as I speak. They'll be easy to spot. Just look for the persons with a puzzled expression as if to say, "Is that what we wrote?"

Before I comment more about their statement, I want to call your attention to another statement—one that's being made right now, right here and being made by you. Your participation in this 27th CTEVH Conference is public testimony to your belief in and commitment to quality services and programs for visually impaired students. By your involvement here, you are saying, "These students do have unique needs. And, if we are to do them justice as teachers and braillists, we must know what's new in Theory and Technology—what works and what doesn't—where we can turn for HELP."

And so you come, usually at your own expense, as many of you have been doing for 10-15-20, and I'm sure in some cases 27 years. You have come to this, the largest gathering of teachers and transcribers for visually impaired to be held anywhere.

Does that last fact surprise you? I hope you share my sense of pride in knowing that no other VH conference, whether of a state, regional or national level will even come close to attracting the more than 600 teachers, transcribers, administrators, and other VH service providers expected here for these three days.

Along with my sense of pride comes a bit of apprehension regarding my role as a co-keynote speaker for this opening general session. As I look over the audience and realize the accumulated experience and expertise before me, I can empathize with how Elizabeth Taylor's latest husband might have felt on their wedding night. Like him, I know what I'm expected to do; I think I know what

you would like me to do—I'm just not sure I can make it interesting enough for you. And like that gentleman, I, too, hope I am up to the task.

The statement of needs is a joint effort of the California Leadership Action Team for Visually Impaired and the Low Incidence Disability Advisory Committee, known as LATVI and LIDAC respectively. My presentation will not directly address the statement's contents, for several reasons. First, copies will be available for you as you leave this hall at the conclusion of my talk. Secondly, they will be elaborated upon in much greater depth in workshop #509 this afternoon. Thirdly, after last night's President's Reception and other Conference after-hour activities, even I could not stay awake during my reading.

Moments ago, I made reference to your acknowledgement that visually impaired students have unique needs which call for special educational techniques and materials. If we are in agreement on this, why then identify those needs in a written, public statement?

A backward glance over the past six or seven years reveals challenging and sometimes trying times for VH programs. They have been marked by major changes in the nature and delivery of public school VH services in California. I list here four changes which have had major implications for VH and mobility teachers and transcribers. You may want to add to the list:

- * Elimination of state-mandated maximum class enrollment sizes for VH and Mobility.
- * Termination of the Special Blind Allowance Fund.
- * Enrollment in VH and Mobility classes of handicapped students whose impairment is other than visual, and vice-versa.
- * Reduced opportunities for meeting regular education academic requirements during summer sessions.

Except for the final one listed, these changes have resulted primarily from major revisions in our state's funding model under which public school services for all handicapped students had been operated for many years.

The current funding model to which I refer is generally known as California's "Master Plan For Special Education". It's initial impact upon the funding and delivery of services for exceptional children was unlike any single legislative act before or since.

While it may be somewhat comforting to know reasons for these changes, and to know that the visually handicapped area was not alone in experiencing them, such knowledge in and of itself, provides little practical relief to the itinerant VH or mobility whose caseload, spread throughout a sprawling rural area, is at 18 or 20—and growing. Nor does it relieve the anxiety of a Learning Disabilities teacher into whose Resouce Specialist Program has been enrolled a braille reading student.

As would be expected of VH and Mobility Teachers and Braillists, you have been remarkably creative and flexible during this time of change. To paraphrase a popular analysis of a major WW II battle victory, "Never have so few accomplished so much – for so many, with so little."

And now for some good news! I truly feel we have weathered the worst of the storms. The difficult period of transition from what had been, to what now is, has passed. To assure you I am not merely a starry-eyed optimist, I call your attention to two visible signs that constructive input and expressions of concern can have positive results.

Loss of the Special Blind Allowance certainly had major consequences for all of us in VH services. Highly specialized and usually expensive equipment and material so vital to our students, became difficult and in some cases impossible to procure.

CTEVH CERTIFICATE: JOYCE VAN TUYL

An important part of Conference is recognizing members who have made outstanding contributions to the field of education and to this organization. On behalf of the Board, I have the honor of singling out from our many exceptional members, one Very Important Person, a real V.I.P.

If we look at her VITA, we see a Very Impressive Profile, V.I.P. The dates of service alone, from 1958 to 1986, reveal a long tenure of accomplishments. Her accomplishments are those of a V.I.P. They are Vast, Incredible and Praiseworthy.

To know her as a person—her personal

VH personnel and parents became adept in advocating at all levels for reinstatement of funds for braille books, closed-circuit TVs, talking computers, etc. Their lobbying efforts paid off! A new State Low Incidence Fund became a reality this school year. The law restores to a significant extent restricted funding to purchase equipment and materials for visually impaired, deaf-blind, and other low-incidence disabilities.

Secondly, as districts and Special Education Local Plan Areas make known the needs of all programs, and as the picture for state financial support improves, we begin to see signs of program growth through funds for additional instructional personnel units. With more teaching positions, there exists the possibility for some relief from high VH class or caseload sizes.

My purpose this morning was threefold:

First, to call your attention to this brief, but factual document entitled, "Statement of Educational Needs of Visually Impaired Students in California."

Secondly, to identify some of the circumstances which caused it to be perceived as a priority need in our field.

Thirdly, to stimulate your creative thought processes as to how you might utilize this statement in your individual and collective efforts to assure that all the unique needs of our visually impaired students are met.

And I have no doubt that you will succeed.

Frank Ryan

characteristics—she is Vibrant, Intuitive, and Perceptive. She has a Voracious, Internal, Proclivity for tackling the most complex problems and mastering the most difficult tasks. She approaches her work with Verve, Imagination, and Perseverance. A real V.I.P.

She learned and mastered literary braille in a very few months. And, immediately began transcribing classroom seat work, study units, and then countless volumes of braille text. She became a teacher of braille, training transcribers, first with the Palo Alto and later with the Mountain View Adult Education Program.

In 1968, she became chairman of the Sixth District California State P.T.A. Braille Transcription Project, North Branch. She had developed a keen interest in the math, science, and computer braille codes, such interest, perhaps, piqued by her having acquired the degree of Bachelor of Science in Engineering, Chemical, at the University of Michigan at Ann Arbor.

While with the Sixth District, North Branch, she began serving CTEVH as Math Specialist. She still serves in this capacity, writing articles quarterly for THE CALIFORNIA TRANSCRIBER and conducting workshops in math and science codes. She has served two terms on the CTEVH Board and one term as President. She has co-chaired three statewide CTEVH conferences. Through her services, she has gained Visibility for her Impeccable Perfectionism. A true V.I.P.

Our V.I.P. has attained national visibility serving agencies and organizations in other states. She has served as a consultant with two federally funded projects. From 1976 through 1979 she served on a committee with the Florida State University developing standards for braille code mathematics computer drawings. She later served as a consultant with the Clearinghouse Depository for Handicapped Students exploring the capabilities of paperless braille systems as they relate to the various braille codes and textbook format.

From 1981 to the present, she has served the Braille Authority of North America on the Mathematics Technical Committee and Computer Notations.

Versatile, Independent, and Productive, our V.I.P. has pursued many other interests. She has raised a family, has hobbies of sailing and dancing—is a wonderful dance partner—and enjoys many recreational activities with friends. Throughout this period, as an associate with a number of real estate offices, she has been both partially and fully self-supporting since the death of her husband. She acquired her life credential in Adult Education to teach braille. She achieved certification with the Library of Congress in three areas—literary braille, math braille, and as a sighted braille proofreader.

She is truly a V.I.P., regarded by her friends and coworkers as a Venerable, Invincible Paragon of Professionalism. Her contributions have had tremendous impact on the personal and professional lives of countless blind individuals.

JOYCE VAN TUYL, it is with great pleasure that I give you this CTEVH Award of Appreciation for your outstanding contributions to the field of the visually handicapped and the CTEVH.

FRED L. SINCLAIR

THE KATIE SIBERT MEMORIAL SCHOLARSHIP

This annual scholarship of \$500.00 is given in memory of Katie Sibert who was for many years a teacher who answered the call for help in 1947 and became the teacher consultant in the area of vision in the Stanislaus/Modesto system and stayed in that position until her retirement in 1971.

Katie had many chances to go into full time college teaching and/or school administration, but she preferred to stay with visually handicapped children at the local level. She served as a teacher and consultant at: San Francisco State University, Portland State College, University of Minnesota, Teachers College Columbia University, AFOB Consultant in Denmark and Portugal, Publications Committee of NAVH and APH Low Vision consultant. Katie was a great lady of Oklahoma, California, the United States and abroad. She was indeed an ambassador of good will for visually impaired students.

Applicants for the Katie Scholarship must be eligible to be enrolled in a program leading to a credential for teaching visually handicapped

students in California (a Bachelors degree from an accredited institution and a 2.5 grade point average).

The first scholarship was awarded to Jeffrey Jones, San Andreas schools in 1985. The second scholarship is awarded to a teacher who meets all of the eligibility requirements. She is a teacher of visually handicapped children in Bakersfield. She travels over 200 miles each week to attend California State University, Los Angeles. She is the mother of five children and we are delighted to present this scholarship to such a deserving and devoted teacher. Our winner is Sharon Ferguson. Sharon, please accept this with our best wishes.

We are indeed pleased that Mrs. Jean Lokse, Sharon's mother is with us today.

The Katie Sibert fund now has \$6500. We hope it grows to the point that we can award one or more scholarships annually on the interest produced from this fund.

Carl Lappin

**CTEVH CERTIFICATE:
ELIZABETH SCHRIEFER**

Ideally, the identity of this impeccable, inquisitive, intelligent, impressive person won't be known until I announce a name, but if you can follow my inventive-but-mixed-up adjective clues, (some you must use more than once), you can play the guessing game. This person is no insecure innocent, since it's obvious that being in front of groups, whether they be workshops or general meetings, is an intrinsic pleasure.

Endowed with kindness as well as being erudite, empathetic, easy to get along with, entertaining, and full of encouragement to others, elected positions seem to come naturally to this person. This is proven by the fact that this person has held two different elective offices in CTEVH and been re-elected to each. Has served on the Executive Board for many years, chaired innumerable key committees, chaired and/or served on many CTEVH Conference committees.

This recipient is truly talented, tactful, thoughtful, thrifty when need be, tireless, tolerant, a traveler, a CTEVH treasure, and is a transcriber. Capable comes to mind quickly when thinking of our recipient. Calm, candid, careful, cheerful, charming, chic; all these apply to our charismatic colleague.

Traits of leadership have been evident from the very beginning of learning the braille code and becoming an active volunteer. This was back in the "good old days" when Perkins Braillers cost \$90.00, there was a waiting list for purchasers, and braille was learned on a slate and stylus. Even then it seemed natural for the students and the teacher to turn to this person and ask for verification of a sign or format rule.

This elegant, earnest, effective, enthusiastic, enterprising, eloquent person embodies effortlessly qualities we all admire and wish we had.

This person is honorable, handsome, happy, handy to have around, a hero to some, a help to a great many, and appreciates harmony in all things.

This alert, adept, ardent, amusing and amicable assassin of inferior braille skills astounds us all at times with the energy to fulfill the many responsibilities assumed over the years.

The recipient is blantly on balance, beautiful, benevolent, beaming, blithe, bookish, bright, and blessed with great amounts of good common sense.

This person is lucid, lively, low-key, loyal, and limitless in enthusiasm for any task undertaken, and is considered a life saver for those in need of material done well. From transcribing to teaching, to overseeing taping operations, serving as a Board member of other organizations, our colleague is seemingly unlimited in depth and desire for perfection.

The receiver of this award today is refreshing, a reader, reflective, responsible, reverent, relishes a challenge, and can razzle-dazzle if need-be.

The recipient is also zealous, zany, a zephyr filled with a zillion facts about the Braille Code. Not one to miss an opportunity, a person talking about braille to this person may find that he is being recruited into becoming a member of the National Braille Association.

Now, if you've been diligent and perceptive in your accumulation of these wonderful (though mixed-up) clues, you may have a good idea of who is being honored at this time, but for those who need more input, let me add that in addition to top leadership in CTEVH, she has also held top leadership positions in the local volunteer group, and in the Volunteers of Vacaville. At the time of her retirement from the position of school transcriber, she was in charge of the Braille Center of the San Juan Unified School District in Sacramento County.

I'm vey pleased and proud to present this outstanding achievement award to my good friend and our esteemed colleague, ELIZABETH CRAIG SCHRIEFER!

Cathy Rothhaupt, Past President, CTEVH

REPORTS FROM CONFERENCE XXII (Los Angeles, 1986)

(Workshops Nos. 103, 204, 206, 301, 604, 606, and 709 are reported here. Other workshops will be reported in subsequent issues.)

EVERYTHING YOU EVER WANTED TO KNOW ABOUT O & M BUT WERE AFRAID TO ASK: INSERVICING TECHNIQUES FOR EDUCATORS, Workshop #103

(Leader: Ray Blakeslee, O & M Specialist, Los Angeles Unified School District; Panelists: Cynthia Jones Hicks, O & M Specialist, Los Angeles Unified School District; Bryan Klinesteker, O & M Specialist, Los Angeles Unified School District)

Ray Blakeslee, workshop leader, lead the opening with an introduction of the presenters. He asked how many attendees were Orientation and Mobility Specialists, Visually Handicapped Teachers, and Visitors. For the purpose of those unfamiliar with the role of the Orientation and Mobility Specialist, Ray provided a cursory explanation of the duties and responsibilities, along with examples within the educational setting, residential areas, and business areas. He concluded with a lead-in statement about what the following presenter was going to address.

Cynthia Jones Hicks discussed the purpose of the workshop. She began with the importance of Orientation and Mobility Instruction in the life of a visually handicapped student. The perspective of the workshop was stated as that of the visually handicapped student on a regular school campus. Cynthia indicated that an open line of communication was crucial to address any questions, fears, and concerns that may surface in the minds of educators working with the visually handicapped student. Teachers may need to know how the visually handicapped child will get to/from desks, around the classroom, campus, etc. To make for a comfortable educational environment, the teachers may need to know how to present concepts during class lessons and coordinate classroom dynamics that would be of benefit to the visually handicapped child. She then led into the topics to be covered by Bryan Klinesteker.

Bryan began by indicating that there are a number of instructional areas to be discussed in the field of Orientation and Mobility. Caution should be taken so as not to overwhelm individuals outside

the field with information that is not pertinent to their specific needs. It is with that thought in mind that the presenters chose Sighted Guide and Orientation Skills, Use of Low Vision Aids, and Cane Techniques as basic instructional areas to be discussed at an in-service for educators working with visually handicapped children. Cynthia Jones Hicks discussed Sighted Guide Techniques and Orientation at station one, Ray Blakeslee use of Low Vision Aids at station two, and Bryan Klinesteker Cane Techniques at station three. Bryan then described a method of dividing the participants into three groups to circulate among the three areas identified.

A number system, written on the outside packet of information, directed each person to proceed to the corresponding station, rotating counterclockwise until each participant had had an opportunity to go through the activities in all stations, using materials and equipment.

Each presenter addressed the "how to's" of relating the jargon and activities to educators outside of the field. Emphasis was placed on providing important information that would be of practical use to educators.

The group reassembled after one hour to address any questions or concerns. One of the presenters circulated the workshop evaluation forms which everyone was asked to fill out prior to leaving. One participant asked about introducing cane techniques to younger children. Bryan Klinesteker answered that we do so at Frances Blend School. Cynthia Jones Hicks added that before the on-campus travel was fully implemented at Blend,

discussions were held with students, teachers, and parents, to make everyone aware of the safety factors and the need to start cane travel lessons early.

Ray Blakeslee then ended the workshop with a summary of the day's activities and invited participants to ask individual questions of presenters and to look more closely at the materials and equipment in each station.

LARGE TYPE - WHERE DO WE GO FROM HERE? Workshop #204

(Leader: Marian Wickham, CTEVH Large Type Specialist; Panelists: Diann and Ken Smith, CTEVH Computer-Assisted Braille Co-Specialists)

Ken Smith talked about the many possibilities in producing large type with various computers and answered a great many questions. Those of us who were unfamiliar with computers were then able to understand better what we viewed in the exhibits.

Marian listed the publishers still producing large print library books: G. K. Hall, John Curley and Associates, Thorndike Press, and several series of books from Ulverscroft, whose agent in the U.S. is Helen Boyle, 62-01 79th St., Middle Village, NY 11379.

There is also a producer of large type/bold note music and accompanying cassettes: N D New

View, 6734 East 51st Place, Tulsa, OK 74145.

The only typewriter with 18-point type available in this country is the rebuilt IBM machine from Data Display Systems, 2240 Colby Avenue, Los Angeles 90064. I was told of a Swedish large type machine which I shall report on in the next TCT.

Closed circuit TVs were discussed. There are a great many in use and all participants felt that they are life-savers when we get materials and have no time to prepare them - yesterday!! We can always dream of the day when all classroom materials get to us long before the student needs them.

THE MUSIC BRAILLE TRANSCRIBER AT WORK, Workshop #206

(Leader: Georgia Griffith; Panelist: Alice White)

Workshop #206

Participants were asked to make decisions about print examples and then were shown the correct simulated braille.

The first example showed how to braille a foreign-language music score. It was noted that if a score was published in a foreign country and much or all of the material was in a foreign language, the accent marks peculiar to the language should be used throughout. Also an accidental in a title should be written as a word and the proper foreign word should be substituted in a foreign-language score.

The participants were asked if the two or three-cell triplet sign should be used in the second example. Most chose the three-cell sign which was correct since other irregular groups were present.

The third example showed intricate phrasing and the question was whether or not to use the braille music comma. It was decided that slurs made the measures quite clear without the comma.

An example was shown where the braille music comma was needed to show a group of notes beamed across the beat.

Our next example showed groups of five sixteenth notes which became rather intricate as an eighth note and three sixteenth notes. The print did not indicate five at this point so we discussed whether this was five or an eighth note followed by triplet sixteenths. Since the piece began with definite groups of five, we felt that this grouping should continue.

The next question was, "What is the time signature in this organ number?" This could not be answered; the measures were of different values and no signature was shown. The use of the special repeat for unmeasured music (dots 1-6, 2-3-5-6) was then discussed. None of the participants had had occasion to use this sign and thought it was new, but it is not.

The use of break marks in keyboard music was then explained.

PACK MORE POWER IN YOUR PROGRAM! Workshop #301

(Leaders: Sandra Adams Curry, Doctoral Student, SFSU, UC Berkeley; and Deborah Tierney Russell, VH Teacher, Private Consulting)

Workshop #301

This workshop focused on the importance of the acquisition of listening, study, and organizational skills to the functioning of the visually impaired student, now and in that child's future. The workshop leaders described some techniques they have used in their itinerant and resource classrooms for including these skills in the existing programs of their visually impaired students.

LISTENING SKILLS

Strong listening skills have always been recognized as necessary for persons with visual impairments. It is not unusual to hear parents, other teachers, and ourselves saying that our visually impaired student is an excellent listener, or is at grade level in listening. Therefore, only sporadic instruction in this area is provided, since teaching to an identified strength seems unnecessary when so many other urgent needs are present. We maintain that listening skills need and deserve formal instruction on a regular basis. Contrary to popular belief, a visually impaired person does not develop and maintain better listening skills just because of the visual impairment.

We try to include instruction in listening skills as we meet other identified needs of our students. For example, for a student who is using a taped textbook, we provide a large print or braille copy of the table of contents, chapter outlines and summaries, index, and glossary, along with the cassette copy of the text. Initially, we take time to assist the student in locating chapters and finding specific pages on the tape. We then provide comprehension questions to monitor the student's understanding of what is being read and to practice gaining specific information from the tape. We demonstrate methods of taking notes from what is being heard, first on the braillewriter and then with the slate and stylus, and expect the students to use these skills.

This approach provides the VH teacher and her student with the opportunity to work in the areas of personal organization of time, space, and materials, study skills, note-taking, and listening, as well as meeting the student's regular classroom needs to keep up in the subject areas.

Our efforts in teaching listening skills are concentrated primarily on increasing comprehension

and listening speed. These two components of listening are not unrelated. Studies have shown that increased listening speed leads to increased comprehension which in turn leads to increased listening skills and, therefore, increased reading skills.

We try to offer listening materials in which our students have expressed an interest in order to get them to practice the skills of listening. Often we select materials from other units on which we are working: articles about specific careers, work habits, information about the youngster's eye condition, etc. This technique allows us to pack more power into our programs by meeting two of the student's needs at once.

Our students are involved in three types of listening situations: classroom, lectures, and listening to materials originally appearing in print. Tapes can be made of classroom activities and lectures and the teacher of the visually impaired can go through the taped material with the student, discussing what is and what is not important to remember. As the student advances, note taking while listening can be taught and practiced. Even for students who are not particularly academically oriented, note taking is a very important skill to master. Practice for these students includes techniques for taking down telephone numbers, travel directions, or important information during telephone calls.

STUDY SKILLS

For all students, enhancement of good study skills involves the development of an understanding of ways in which information is organized and categorized. It has been our experience that our visually impaired students need many more opportunities to practice study skills than are offered in the regular classroom. Carefully planned and frequent exposure to such basic tasks as alphabetizing, analyzing the format of new reading material, reading charts and graphs, and using dictionaries and library reference materials must be provided by the VH teacher. These skills are practiced as our students complete activities of daily living: reading the TV guide, learning to use a telephone book, selecting the least expensive item from a chart offered in Consumer Reports, finding out about the best stereo to buy, the location of available apartments, which store sells Cabbage Patch dolls least expensively, etc.

Through role playing, observations, and real-life practice, we teach our students to use librarians, telephone operators and other resource people to help them find the information they need to solve a problem. It is also important for our students to know how to order materials and to handle the problems that arise when dealing with suppliers. We expect our older students to order their own braille, recorded and large print books and paper supplies, as well as any special equipment that they require.

We also teach our students (even those in elementary school) the skills necessary to direct readers. Through role playing actual experiences, we teach the skills of keeping on task, using time efficiently, interviewing and selection, and firing those who do not meet our student's standards and needs.

ORGANIZATIONAL SKILLS

In not being able to clearly see the world around them, visually impaired children are not always aware of the ways in which the items in the world are organized. The skills of organizing one's time,

space, and materials need to be taught to these children and the children should be expected to practice them constantly in both the home and the school.

We expect each of our students who is physically capable of doing so to use implements of organization, such as labelers, staplers, paper clips, bookmarks, waste baskets, binders, hole punches, etc. In addition, we offer suggestions for organizing personal items such as records, tapes, clothing, etc., stressing the value of knowing where things are and how to immediately find them.

VH teachers always need to keep in mind that each of their students is going to become an adult. As adults, these students are going to want to live and work with as much control over their lives as possible. Having control over one's life means that a person is able to solve problems. Two of the major components of this ability are accurate listening and good organizational skills. Through teaching these skills, we teach the child the relevant skills of adult living.

HOW TO RUN A TRANSCRIBING GROUP, Workshop #604 (Leader: Rose Kelber, Pomona Valley Transcribers Guild)

When there are two or more transcribers in a vicinity, there is a need for an organized guild. It is imperative to exchange ideas and to learn from each other.

Discussion at the workshop centered on ways to form a guild, how to attract and hold members, and how to maintain interest in transcribing.

The best way to attract members to a guild is to hold classes in braille transcribing. Newspaper articles should be inserted in all local newspapers to call attention to a forthcoming class. Starting date, time, and location should be listed in addition to the name of the teacher and a phone contact for further information. When the students have completed the course of study, a luncheon should be held at which time the new students will meet experienced transcribers and be invited to join the guild. It is important also to make the new students aware of membership in CTEVH and NBA. The press should be invited to the graduation luncheon at which time the new graduates will be presented with certificates of completion of the course of study, signed by the president of the guild and the class teacher.

It is important to keep members involved in the operation of the guild in order to maintain interest. Each member should have an assigned duty ranging from Assignments Chairman to Equipment Chairman. Record keeping is important when a guild owns a number of braillewriters, typewriters, thermoform machines, etc. At the workshop, forms were distributed for various methods of record keeping.

Pitfalls to watch out for include: the member who accepts a responsibility and does not follow through (she/he should be replaced, tactfully, as soon as possible); lack of enthusiasm (members should be encouraged to attend CTEVH Conference, President's expenses may be subsidized to encourage his/her attendance). Invite guest speakers to a guild meeting (e.g., Fred Sinclair, Aikin Connor, Jane O'Connor, etc.) Visit the Braille Institute or any such local institution in your geographic area. Visit a classroom for visually impaired students to see where your work will be used and how necessary it is.

When there are no specific assignments, have the braillists do pleasure reading books for children

or adults. It is important to keep braillists brailleing.

Fund raising is necessary in order to purchase all the needed equipment to hold a braille class, duplicate the material when textbooks are done, pay for stamps, etc. Write to all area service clubs. Do not forget to include letters to the local Rotary, Kiwanis, Optimist, Soroptomist

Clubs in addition to the Lions Clubs. Offer to send a speaker. Bring slides if you have them.

Mr. J. J. Hoefer attended the workshop and offered to send free braille programs for the Commodore Vic 20 to any braillist who might request it. Address: 5200 W. 68th St., Shawnee, Mission, Kansas 66208.

TABLE TALK: A RELAXED APPROACH TO TABULAR MATERIAL FOR THE BRAILLE TRANSCRIBER, Workshop #606

(Leader: Doris Pontac, Transcriber, San Fernando Valley Braille Transcribers Guild; Panelist: Joyce Rabinowitz, President, San Fernando Valley Braille Transcribers Guild)

This workshop was offered to braille transcribers because of the many different types of tabular material found in textbooks. The formats given in the Textbook Code serve very well for many types of tables, but we find more and more complicated tabular material appearing in texts.

In order to help transcribers with alternate formats and suggestions, a handout of several tabular examples was given to each person attending the workshop. Both the print and braille were included in these booklets.

Pontac stressed three points in brailleing tabular material in modified formats:

1. Do not violate the Textbook Code.
2. Tell your reader what you are doing with Transcriber's Notes.
3. Have your proofreader tell you if your format is clear and easy to follow.

The final point made was that none of the examples in the handout are "written in stone." They can be used as is where they serve the purpose or can be a starting point to establish a format for more complicated material.

A good attendance by transcribers from many groups was indication of the problems encountered when complicated tabular material must be brailled.

PARENTS: A VITAL SLICE OF THE P.I.E., Workshop #709

(Leaders: Anna Del Castillo, CAPVI President; Panelists: Judi Stotland, Kate Aldrich, Richard Anaya, Josie Garro, and Ed Del Castillo, all panelists are parent representatives of California Association for Parents of Visually Impaired)

The meeting began with an introduction of the panelists by Anna. She began the discussion by asking what the names Givenchy, Bill Blass, Jordache, etc., meant to the audience. Then she asked them to think of the labels VH, OH, MR, etc. The point made is that labels can be thought of as good or bad. Kate Aldrich jumped into this discussion of labeling by stating that the use of labels may be good and bad. Labels used badly shoo horn children into lifelong classifications that never allow those children to grow to their potential. A good use of labels provides identifications necessary to get funding.

Ed (a school teacher, himself) addressed duplicate counting of children by schools and the problem of identifying children at times by more than one handicapping condition. He also said that

the practice of identifying primary disabilities is misleading because VH students who have been identified with another disability are not getting proper services. Josie G. said that her son was placed in an MH class and did not get VH services or Hearing Impaired services during his pre-school years until she called for another IEP meeting and complained. She finally got services after a long fight.

Judi began the next topic, Daily Living Skills, by talking about the work the State Transition Team, headed by Jack Hazekamp. She emphasized how important these skills are from the beginning of the student's education until he/she is ready for employment. However, it is very difficult for VH professionals to teach all of the skills and training these kids need. Judi suggested that

there be considered a more flexible schedule. For example, why can't VH teachers start school at noon and work into the evening. Anna mentioned that she has met with a representative from the Foundation for the Junior Blind and they are willing to work with 6 to 12 year olds during the summer in a week long residential setting to fill in the gaps in DLS left during the regular school year. The first year will be a pilot program and will focus on a specific target group. More information will come at a later date. Richard Anaya stressed the importance of teaching social skills in these settings.

A parent from the Bay Area said that she has a wonderful teacher who works with her son after school, but the child also must give up his/her play time. A teacher from the audience asked how this teacher can work these hours. It was pointed out that the teacher was not working on a flexible schedule, but was working on his own overtime. Ed said that this wasn't right because this is how teachers get burned out. We must keep our good teachers. We can't ask them to do the impossible. They must be given reasonable flexibility in their jobs. Another teacher from the audience was concerned about the potential of also burning out the student as well. Anna agreed. Somehow we must find a balance. Ed mentioned what is happening in Gifted Programs and the new push for Model Curriculum Standards and Guides where the emphasis is placed on end results. Why can't we differentiate curriculum for our kid's special needs? Anna mentioned that sometimes this can be a touchy situation for parent and teacher. Where impasse occurs she encourages

the teacher to contact CAPVI to act as a go-between because the members of CAPVI are just that - parents.

Ed stressed the importance of parents' becoming involved in watchdogging legislation and writing to legislators when necessary. Ed talked about the need to revise the current funding model based on the California Master Plan for Public Education. Anna said that money is a problem, but as a parent don't let it prevent you from finding a way to get what is best for your child. Judi emphasized that money has no place in an IEP meeting. Even though we must fight for our own children it is wrong for us all to be fighting over the same low incidence funding. We all, parents and professionals, must work together to get some legislation that will get the appropriate money needed to operate proper programs. Richard mentioned that Senator Marks is sponsoring SB 1772 to improve data collection. So it seems that our concerns are starting to be heard.

Josie began a new topic by explaining the benefits of having local chapters within the state organization of CAPVI. She emphasized the importance of local contact for information gathering, sharing, and support.

Anna closed by describing the function and services offered by CAPVI. She talked about the growth of the organization in four years from 90 to over 600 members. She also stressed the fact that CAPVI is an organization that can benefit both parent and professional by being a positive bond between parent and parent, and parent and teacher.

EXECUTIVE BOARD 1986-87

President: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Vice-President: C. ROBERT CALHOUN 3401 Clairemont Dr., San Diego, 92117
Secretary: LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS	152 Hamilton Ct., Los Altos 94022
ROBERT ELFORD	4097 39th Ave., Oakland 94619
JIM FISHER	760 E. Robinwood, Fresno 93710
LIL GARDNER	7046 Park Manor Ave., North Hollywood 91605
LAVON JOHNSON	4719 Crestwood Way, Sacramento 95822
ROSE KELBER	538 W. El Morado Ct., Ontario 91762
ANN KELT	514 Freya Way, Pleasant Hill 94523
JOAN S. LEVY	339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON	3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON	3200 Forbes Avenue, Santa Clara 95054
FRANK RYAN	415 So. Oakland #8, Pasadena 91101
MARIAN WICKHAM	1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE	2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR	(ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR	(ex officio) 721 Capitol Mall, Sacramento 95814
ROBERT DODGE	(ex officio) 65 Linaria Way, Menlo Park 94025

CTEVH SPECIALISTS

* BRAILLE *

Computer Assisted:	SUE REILLY	(619) 274-9822
(South)	3401 Clairemont Dr., San Diego 92117	
	DIANN & KEN SMITH	(415) 968-7595
(North)	1900 Orange Tree Lane, Mountain View	94040
Literary:	NORMA L. SCHECTER	(714) 536-9666
	8432 Northport Dr., Huntington Beach	92646
	ELIZABETH SCHRIEFER	(916) 486-9242
	751 El Encino Ave., Sacramento	95864
Mathematics	JOYCE VAN TUYL	(206) 282-8358
	3520 28th Ave., West, #402, Seattle, WA	98199
Tactile Illustration:	JANE CORCORAN	(415) 851-2122
	400 Old La Honda Rd., Woodside	94062
Textbook Format:	BILLIE ANNA ZIEKE	(714) 776-6754
	2115 W. Judith Lane, Anaheim	92804

* COMPUTER TECHNOLOGY *

FRANCIS DANIELS (213) 663-1111
741 N. Vermont, Los Angeles 90029

* LARGE TYPE AND ENLARGED DRAWING *

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015
SUE REILLY - COMPUTER ASSISTED (619) 274-9822

* RECORDING *

LESLIE BURKHARDT (213) 663-1111
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Historian: MAUREEN REARDON

Membership: LIL GARDNER

CTEVH LIFE MEMBERS

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Anna May Cronin
Maxine Dorf
Paul Furnas
Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood
Lavon Johnson
Russell M. Kirbey

Rose Kelber
Blossom Kerman
Bernard M. Krebs
Bettye Krolick
Lynne M. Laird
Mabelle McMahon
Diane Meyer
Leah Morris
Miriam Nelson
Evelyn Olgiati
Estelle Palm
Lila Queen

Mrs. Chas. D. Redfield
Anthony T. Rossi
Barbara Blatt Rubin
Norma L. Schechter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Fred L. Sinclair
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS
1984-86 ROBERT DODGE

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN & KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

SPECIAL RECOGNITION

1985 BOB DASTEEL

DISTINGUISHED MEMBER

1984 FRED L. SINCLAIR

CTEVH CERTIFICATES OF APPRECIATION

1974 VOLUNTEERS OF VACAVILLE
BRAILLE INSTITUTE OF AMERICA
1975 ESTHER FOX
MARIE ERICH
1976 NORMA L. SCHECTER
1977 BOB DASTEEL
DONN SPENCER
1978 MARY DEGARMO
BETTY BRUDNO
EVELYN OLGATI
1979 RUTH S. LOWY
1980 ETHEL SCHUMAN
DIANE MEYER
1981 CARL LAPPIN
1982 BARBARA BLATT RUBIN
BILL BRIGGS
MICHAEL LANDON
1983 AIKIN CONNOR
CAROLYN "CHRIS" MACKEY
1984 BERNARD M. KREBS
JANE O'CONNOR VERHAGE
1985 SYLVIA CASSELL
ELIZABETH C. SMITH
1986 SALLY MANGOLD
ELIZABETH SCHRIEFER
JOYCE VAN TUYL

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues: \$8.00 (U.S. Funds) New ☐ Renewal ☐ Life Membership (\$150) ☐
Katie N. Sibert Memorial Scholarship Fund ☐ \$____. Make check payable to CTEVH.
NAME _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVE.
LOS ANGELES, CA 90029

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

WINTER

1986

**THE
CALIFORNIA
TRANSCRIBER**



The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC

15TH

1901



15TH
1901
15TH
1901



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

WINTER 1986

VOL. XXX, NO. 4

INSIDE STORY

PRESIDENT'S MESSAGE	Jane Corcoran	164
CTEVH BOARD MEETING HIGHLIGHTS		164
NOMINATIONS FOR BOARD		165
CONFERENCE TIME IS ALMOST HERE	Daphne Kester	165
KATIE N. SIBERT AWARDS - 1987		166
GIFTS AND TRIBUTES		170

NEWS OF GROUPS

OAKMONT VISUAL AIDS WORKSHOP	Nina Cohen	171
------------------------------	------------	-----

OUR SPECIALISTS SAY

COMPUTER NOTATION	Elinor Savage	174
TEXTBOOK FORMAT	Billie Anna Zieke	174
THE NBA TAPE RECORDING MANUAL: REVISING AN OLD STANDBY	Leslie Burkhardt	175
LARGE TYPE	Marian Wickham	175
SO YOU WANT TO BUY AN EMBOSSE	Sue Reilly	176
LITERARY BRAILLE POTPOURRI	Norma L. Schecter	178
REVIEW OF OHTSUKI PRINTER/EMBOSSER	Diann & Ken Smith	178
OOPS!	Elizabeth Schrieffer	180

SACRAMENTO FILE

NEWS FROM CDHS	Fred L. Sinclair	181
----------------	------------------	-----

GENERALLY SPEAKING

ANNUAL REPORT TO APH TRUSTEES	Carson Y. Nolan	183
MICRO BRAILLING	Lou Ella & Norman Blessum	184
APH-CARL	Aikin Connor	185

CONFERENCE REPORTS

RAISED LINE - HOMESPUN, #102,#202	Clover Fox	187
SELF-MADE RECORDINGS: USES IN THE CLASSROOM, #203	Susan Berkman	187
WORD PROCESSING FOR A REASON: THE KENTUCKY SCHOOL FOR THE BLIND PROGRAM, #209	Sandra Ruconich	189
CURIOUS ABOUT THE COMMODORE?, #302	Bettye Krolick	190
MAGAZINE AND PERIODICAL BRAILLE TRANSCRIBING, #304	Joyce Rabinowitz	191
TIPS FOR ED-IT USERS, #402,#503	Bettye Krolick	192
LITERARY BRAILLE, #403,#503	Elizabeth Schrieffer and Norma L. Schechter	193
GETTING MORE OUT OF YOUR APPLE, #410	Deanne Doorlag	193
FUNCTIONAL CURRICULUM FOR VH/MH: WHAT TO DO AND HOW TO DO IT, #505	Anne Roeth and Sandy Rodriguez	194
BRAILLE ED-IT FOR TEACHERS, #602	Conchita M. Gilbertson	197
APH MATERIALS FOR DEVELOPMENT PROJECTS FOR YOUNG VISUALLY IMPAIRED AND MULTI-HANDICAPPED STUDENTS, #609	Sheri Moore	198
AN OVERVIEW OF COMPUTER-ASSISTED TRANSCRIPTION, #702	Diann and Ken Smith	199

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: DOROTHY JOE

BRAILLE TRANSCRIPTION: DORIS PONTAC

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

MAILING: BILL BRIGGS, DON WHITE

EDITORIAL BOARD: BARBARA BLATT RUBIN, ELIZABETH SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1986 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR
CTEVH PUBLICATIONS
721 CAPITOL MALL
SACRAMENTO, CA 95814

INSIDE STORY

The accompanying picture is me, cheering CTEVH! Although others have been members for more years than I, once I attended my first conference at the Riverside Inn in 1969 I was hopelessly addicted.

This is the time of year for membership renewal. Consider what CTEVH does for you:

THE CALIFORNIA TRANSCRIBER. For transcribers in particular it is a source of continuing education and information as our specialists keep you up-to-date on the various braille codes, new equipment, and procedures. We are all kept up-to-date on developments at CDHS and on important legislative actions involving education for the visually impaired student. Through the Proceedings section of TCT educators and transcribers who miss the Conference have the chance to get information that was presented there.

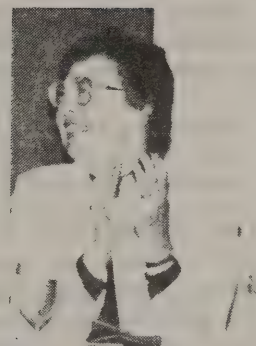
The annual Conference is one of the very rarest kind - an opportunity for all persons involved in the education of the blind child (parents, teachers, administrators, rehabilitation counsellors, college enablers, and transcribers) to get together and exchange ideas, techniques, and hopes. The Conference itself is an exhilarating experience and the opportunity of meeting peers from all over the state is most valuable. School transcribers learn whom to call in other school districts when they want to arrange to borrow books or other supplies; and teachers can give good recommendations when students transfer from one school district to another - just to name two examples.

In short, we have an organization that is unique in a wonderful way.

CTEVH BOARD MEETING HIGHLIGHTS

The CTEVH Board met at the Holiday Inn Capitol Plaza the last weekend in September. One of the highlights of our meeting was a tour of the CompuBraille facility which shares housing with the offices of the Sacramento Braille Transcribers. In the brief period of CompuBraille's existence

PRESIDENT'S MESSAGE



SPECIALIST CHANGES

We announce with regret that Leah Morris has resigned as Braille Mathematics Specialist, South. Leah has not resigned from brailleing, however. She will continue to put her considerable expertise to good use in brailleing mathematics as well as participating in all other affairs of her own transcribing group and CTEVH.

Joyce Van Tuyl, whose title has been Specialist for Braille Mathematics and Computer Notation has resigned from the Computer Notation half of the title. She continues to be our Specialist for Braille Mathematics.

Our new Computer Notation Specialist is Elinor Savage (see "Our Specialists Say" and addresses, last page). There has been a major revision in the computer notation code and Elinor has been involved in field testing that revision. She and Joyce will be conducting a workshop dealing with the new code at the Conference in March. In the meantime, Elinor will be glad to answer any questions you may have about brailleing materials involving computer notation.

Jane Corcoran
President, CTEVH

they have embossed 70,000 pages of braille on the Thiel (provided by CTEVH.) They are able to use the Thiel with disks produced on Apples, IBM and compatibles, and Commodores. Remember that these 70,000 pages of braille have been embossed, in many cases bound, and shipped by

volunteers from the Sacramento Braille Transcribers Guild. The Board wishes to commend them on their accomplishments.

The Board moved to increase the Katie Silbert award. You will find that discussed elsewhere in this issue.

CTEVH has established a Transcriber's Directory. Its purpose is to make it easier for those in need

of a braille transcription to find available braillists. Donna Coffee, 2926 Cornell, Visalia, CA 93277, is Chairman of this project. If you would like to register, or if, in the future, you should find yourself in need of braillists for literary, textbook, foreign language, math, or music, contact Donna. There may be a transcriber available to help you. This service was described in the Fall TCT and a registration form was printed for your convenience.

NOMINATIONS FOR BOARD

The Nominating Committee has reported its nominations for the upcoming election of new Board members. Each year, five Board members are elected to three year terms. At Conference, the Nominating Committee will present its "slate" along with any other nominations that come in from the membership of CTEVH.

Those nominated are: Rose Kelber (second term), Carol Morrison (second term), Marian Wickham (second term), Lynne Laird (first term), and Sue Reilly (first term). The two nominees for a first term will maintain the current balance on the Board of ten transcribers and five educators, with seven from Southern California and eight from North state.

If you would like to nominate someone other than those named above, write to the Committee giving your nominee's background and qualifications, as well as a statement from that person that he/she is aware of the responsibilities and is willing to serve, if elected. Any nominee must be a member in good standing.

Send your nominations to:

C. Robt. Calhoun
Chair, Nominating Committee, CTEVH
3401 Clairemont Dr.
San Diego, CA 92117

Your nomination must be received within three weeks of Conference.

CONFERENCE TIME IS ALMOST HERE!

To give you a preview, there are three days of workshops (62 workshops in all). Some will have limited attendance so be sure and pre-register! We'd hate to disappoint you by having to suggest an alternate choice.

Workshops will range from computer notation, music, Nemeth, textbook, and Micro Braille to orientation and mobility workshops, programs for pre-schoolers, and Kids on the Block. Tactile illustration, large print, legislative update, APH-CARL workshops and many others will be presented. Magic Slate, BEX, ED-IT, Tabicat and computer overview workshops are also on the program. In addition to all these workshops, many exhibitors will make product presentations.

For your convenience the registration desk will be open from 4-6 p.m. on Wednesday so that you can pick up your pre-registration packets.

If you need a moment of relaxation during conference, visit the hospitality room on the 16th floor. For your enjoyment in the evening, plan

to attend the President's Reception and re-new friendships from former conferences.

On Friday the annual banquet, preceded by a no-host cocktail hour, will be held. Come and enjoy the atmosphere, food, and musical program. And now for something different!

We're having a brunch—not a luncheon—on Saturday. Outstanding speakers, awards, and installation of officers will follow.

Don't forget that PSA is offering a special conference rate from any PSA airport in California. To receive this, call PSA Reservations 1-800-854-2902, identify yourself as a member of California Transcribers and Educators of the Visually Handicapped (not CTEVH) and give the SMILE NUMBER MC543C.

See you in March!

Daphne Kester, Conference Chairperson
CTEVH Conference XXVIII

KATIE N. SIBERT AWARDS – 1987

The Board of Directors of CTEVH, in the fall meeting in September agreed that the monetary awards given each year from the Katie N. Sibert Memorial Fund should not be restricted to educators, but should be made available to transcribers, as well.

The purpose of the awards remains the same—to foster the acquisition and improvement of skills necessary to provide high quality educational opportunities for visually handicapped students in California. The "Katie Committee" (members listed below) has decided that the 1987 award of \$1000 (double the previous awards) be shared in the following manner: one educator award of \$500, and three transcriber awards of \$165, each.

For educator-applicants, the procedure and requirements remain unchanged from those of previous years. For transcriber-applicants, the committee has developed procedures and requirements relevant to their needs. In both cases, the intention of the questions asked of applicants is to provide the committee with information necessary to choose among applicants. The forms for application follow the names of the committee. Completed applications should be sent to Fred L. Sinclair, chair, by January 30, 1987.

Fred L. Sinclair, Chair, Katie Committee
P.O. Box 944272
Sacramento, CA 94244-2720

Bob Elford
Jim Fisher
Ann Kelt
Maureen Reardon
Billie Anna Zieke

TRANSCRIBER APPLICATION FOR KATIE AWARD

Requirements:

1. Member of CTEVH currently and during 1986.
2. Actively transcribing.
3. Letter of recommendation from group or agency.

Please respond to the following questions.

1. Name of transcribing group or agency with which you are affiliated:
2. Medium in which you transcribe: (1) braille _____, (2) large type _____, (3) recording _____, (4) specialty areas (specify) _____.
3. Title(s) or description of work transcribed during 1986.

4. Indicate your interest in acquiring new skills or upgrading your skills in one of the specialties given below. (Please check one only.)

A. Large Type

- ☐ (1) Computer process
☐ (2) Enlarged drawings
☐ (3) Other (specify)

B. Braille

- ☐ (1) Literary
☐ (2) Textbook Format
☐ (3) Nemeth Code
☐ (4) Music
☐ (5) Computer Notation
☐ (6) Computer-assisted Transcription
☐ (7) Tactile Illustration
☐ (8) Magnetic tape Transcription (e.g., VersaBraille)
☐ (9) Foreign Language (specify)

C. Recording

- ☐ (1) Description of illustrative material.
☐ (2) General narration.
☐ (3) Expertise in a subject area (specify) _____.

5. Indicate how you use the grant by checking the items below. (Check all that apply even though funds may not cover completely. Describe other expenditures not listed, if appropriate.)

☐ A. Transportation to inservice training sessions (e.g., CTEVH Conference, other local/area workshops).

☐ B. Lodging at inservice training sessions (e.g., CTEVH Conference).

☐ C. Fees for college courses, etc.

☐ D. Purchase of equipment (e.g., tape recorder, braille writer, printer).

☐ E. Purchase of instructional materials.

☐ F. Purchase of miscellaneous supplies.

☐ G. Purchase of computer software.

☐ H. Other (specify).

6. The amount of the three Katie awards to transcribers this year will be \$165.00 each. It will help us plan for future awards if you will indicate the total amount the activity or acquisition you have described would cost _____.

Mail to:

Fred L. Sinclair, Director
Clearinghouse Depository for
Handicapped Students
P.O. Box 944272
Sacramento, CA 94244-2720

BY: January 30, 1987

KATIE N. SIBERT MEMORIAL SCHOLARSHIP, 1987

Eligibility Requirements:

1. Eligible to enroll in program leading to credential for teaching visually handicapped students in California:
 - a. Baccalaureate degree from accredited institution
 - b. 2.5 GPA.
2. Application and nominating letter (see below) received by committee by February 18, 1987.

Order of Preference:

1. Teacher working with visually handicapped students in California, but not fully credentialed.
2. Teacher or graduate student enrolled in program leading to credential for teaching visually handicapped students in California.
3. Regular classroom teacher with direct experience working with visually handicapped students who is interested in working toward a VH credential.

Letter of Nomination:

Letter of Nomination must be submitted by applicant or another person which describes the applicant's qualifications. The letter should address the following points:

1. Professional and/or volunteer experience(s) of the applicant with visually handicapped or other handicapped persons.
2. Community involvement of the applicant.
3. Professional activities of the applicant and credentials held.
4. Personal interests, talents, or special skills of the applicant.
5. Honors or awards received by the applicant.

References:

Applicant should give the names, addresses, and telephone numbers of a person who is in a position to recommend the professional qualifications of the applicant, and one who can recommend the qualities of community participation and leadership of the applicant. Either person may be the author of the Letter of Nomination.

KATIE N. SIBERT MEMORIAL SCHOLARSHIP, 1987

APPLICATION

Name: _____
(Please Print)

Address: _____

City, State, Zip: _____

Telephone: () _____

Units remaining to be completed for VH credential: _____
(If work has not begun, state "all")

University in which work toward VH credential has been started: _____

Years of teaching experience: _____
Regular Classroom: _____
VH Students: _____

References:

Professional:

Name: _____

Address: _____

City, State, Zip: _____

Telephone: () _____

Community:

Name: _____

Address: _____

City, State, Zip: _____

Telephone: () _____

Mail to:

Fred L. Sinclair, Director
Clearinghouse Depository for
Handicapped Students
P.O. Box 944272
Sacramento, CA 94244-272

BY: January 30, 1987

GIFTS AND TRIBUTES

Contributions to the CTEVH General Fund have been received from:

Caroline Card (In memory of Harry W. Card)
Jo McKenzie

Ruth and Peter Lowy (In memory of Carl Lappin)
Jayne Parker (In memory of Stanley Oser)
Elizabeth Schriefer (In memory of Carl Lappin)

Contributions to the Katie N. Sibert Memorial Fund have been received from:

Aikin Connor (In memory of Carl Lappin)
Jane Corcoran (In memory of Carl Lappin)
Jane Corcoran (In honor of Lou Ella and Norman Blessum)
Rose Kelber (In memory of Carl Lappin)

IMPORTANT NOTE: Charitable contributions are among the deductions which will no longer be permitted under the new federal tax law. In order to take advantage of the tax deduction in 1986 your check must be dated 1986. This may, be a good incentive to some CTEVH members to make their contributions now.

CONTRIBUTIONS TO THE

CTEVH GIFTS AND TRIBUTES FUND

will be used to improve services to the visually impaired.
Make checks payable to CTEVH and mail them to:

**CTEVH GIFTS AND TRIBUTES
152 HAMILTON CT.
LOS ALTOS, CA 94022**

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE

NEWS OF GROUPS

[EDITOR'S NOTE: Because of the press of time and space, the usual reports from groups will not be printed in this issue. What follows is an interesting history of one of our most active and productive groups. We hope that other groups will be inspired by this example to send us their histories. The Spring issue of TCT will have the customary group reports.]

OAKMONT VISUAL AIDS WORKSHOP

[NOTE: Congratulations to Oakmont Visual Aids Workshop for 15 years of outstanding service in producing aids for the visually handicapped—from 18 items mailed in 1972 to over 4500 items mailed in 1986. The following report, prepared by Nina Cohen, is a history of the Oakmont group, a salute to Winifred Thiltgen, and a well-deserved "thank-you" to all those volunteers who made the past 15 years so successful.]

Winifred Thiltgen went to a Book Review at Oakmont given by a tactile artist. This artist demonstrated making beautiful things like spider webs to illustrate books for the visually handicapped. Winifred's brain went right to work and on a more reasonable level of helping young blind students learn about the world around them in an every day sense of the word. So January 11, 1971! This is the birthday of the Oakmont Visually Handicapped Workshop. Mrs. Charles Reason was the 'midwife' at the birth in the Sewing Room with approximately nine Oakmonters in attendance. By June 15, 1971, there were 15 to 20 busy workers making aids to fill the needs of teachers and their visually impaired students. These needs were discovered by polling the master teachers of the blind in our area. These teachers were more than willing to give suggestions and then to turn in orders for the finished products.

Oakmont has been blessed with women (and later also a man) who are braillists, thus having things brailled was never a problem. Some Oakmonters even went 'back to school' to learn the art. Without these dedicated workers, this project would never have gotten off the ground and they have kept us flying ever since. Thanks is also due to the 'ground crew' of Oakmont men who keep the braille machines in good working order.

Starting out to make these aids lent itself to forming committees to work on individual aids. This committee idea has worked well and when someone gets bored with the same old job, they are reminded that each aid is brand new to the student receiving it. This has proven to be sufficient incentive to get right back to work on the same old thing.

Early financial arrangements were very simple. The secretary-treasurer would announce, "Time to put another dollar in the pot, girls!" Today our finances are very complex; as with everything else, prices have skyrocketed, orders have increased, output and outgo have grown by leaps and bounds. However, we have found that through the years the many donations of individuals, the making and selling of planter boxes and movers, the holding of fashion shows, luncheons, bridge marathons, golf tournaments, nurses taking blood pressure, help from clubs, together with memorials, all combined have enabled us to keep our treasurer busy balancing our budget each year.

May 7-10, 1973, we were accepted as "Big Time" and were invited to our first California Teachers and Educators of the Visually Handicapped Conference—held at the Palace Hotel in San Francisco. They have invited us back each year since that eventful time and our reputation has spread throughout the USA, North America, and now around the world. These Conferences enrich our own lives as we observe these wonderful teachers of the blind, and especially the blind themselves; they are fantastic.

We have been forced to discontinue some of our original aids. The men made three-dimensional geometric shapes fitted into a board; fraction boxes with sets of fractions cut from wood; walking sticks measuring one foot and one yard. We did not stop production because these items were no good—we stopped because they were TOO GOOD. And much too hard to make in the quantities of requests we now receive. Our very popular 'Feelie Box' met the same fate. Only one book, Color Variations, was dropped for lack of orders.

Many of our products required much experimenting before hitting upon the right formulae. For our very important braille cards with enlarged dots, we tried leather dots, plastic-meat-tray dots, and various other material dots before finding that the tagboard we use literally by the mile combined with sandpaper made the very best

dots of all these tested. We were given some leftover plastic foam self-adhesive dots and found them to be most useful; after we ran out of these freebies, we had a problem finding where to buy them, but we persisted and now buy them by the thousands.

While discussing things one time, we wondered if reinforcing the area where the braille is done on our pages would make that braille longer lasting. OK, we agreed it would be a good idea BUT which side do you tape? Do you tape the top where the braille sticks up or the bottom so that the tape would be pushed up into the braille? We did a piece of tagboard each way and one of the husbands, bless him, rubbed the two braille areas for a week whenever sitting watching TV. The tape pushed up into the braille was the best and we have been doing it that way ever since.

Remember when we punched holes in the pages and the covers with a single metal punch, a hammer, and a brick or rock to work on? This worked but certainly illustrates crawling before walking when you think of the holes punched today! After the holes were punched, they had to have reinforcing rings applied. We either licked the little rascals and ruined Monday lunches, or we rubbed them on a damp sponge or towel. Now they come in rolls ready to pull off and stick right on; and we have some very special people doing just that.

As we sent out more and more aids, the question, "How many visually handicapped people do you have there in Oakmont?" was asked more and more. Our name was giving the wrong impression so we changed the name to our present Oakmont Visual Aids Workshop. No more questions about how many visually handicapped but have had requests for applying for paying jobs.

We have inventors in our midst. Remember trying to open those metal rings that hold the books together? Some of them were impossible for us to manage. One of the Oakmont men devised a machining that would open them for us. Later we discovered plastic turkey rings, along with chicken rings and even pigeon rings. We were given a TREMENDOUS roll of plasticized wrapping paper; one so big we just could not seem to use it efficiently. Up popped this same man with our moveable paper cutter with that roll of paper firmly attached. Great time savers are the many templates men have invented for our use.

One workday a young Santa Rosa man visited us—he is both deaf and blind. He really did check over our aids very carefully and among other comments, informed us 'That is NOT an airplane, it is a rabbit' concerning one of the figures in

one of our books. Since how things feel to the blind is the main idea behind our work, and since we really were making what we thought was an airplane, we went to work to fix that particular figure.

We are among the original recyclers! Wallpaper books, carpet ends, hardwood scraps, old catalogs, calendars and magazines, left over sewing notions, any materials with texture to help develop the sensitivity of the fingers of the blind so necessary to reading braille. Donations of wood and plastic have been a great help to the men in their part of our work. One item that we don't find as left overs—GLUE. We used to buy the 4½ ounce itty-bitty bottles at the store; now we order eight gallons of good old Elmer's at a time.

Along the way we have had committees who have done hundreds of pages of Bold Note music for the partially sighted. Another member made many enlarged illustrations for school text books. Others worked to add tactile aids to a biology book. One of our braillists wrote a wonderful story with "scratch and smell" illustrations—we loaned it out and one teacher liked it so well she never returned it despite many letters from us!!

It was a big day when we were able to move out of the Sewing Room and over to the West Facility. And they even gave us a closet! We are truly grateful for all that room and at every meeting where we are asked to speak or appear, we praise the name of Oakmont. These meetings include Lion, Kiwanis, church groups, conferences, and other clubs; in fact, many of us speak at the drop of a suggestion from unsuspecting friends at home and even abroad. We have appeared on TV and at one time received the 1979 Merit Award from the Santa Rosa Board of Community Service. Speaking before groups and showing our aids is made easy by the beautiful work each member of the Workshop produces. In order to produce all that we do means that our 'Supply Sergeant' keeps the shelves full; the Treasurer keeps our bills paid; and the Secretary sends out all the brochures and order blanks requested and posts the orders in what we lovingly call the 'Bible'.

We have many success stories that make us take a deep breath as we glue on the 600th dot of the day. One boy of 16 in a state hospital had done nothing for those 16 years but sit in a rocking chair. One of our books sparked interest and caused progress to the point of learning braille. One little girl had never spoken to a child in her school. Upon feeling velvet in our Cloth Materials book, she asked another child if that is what 'black Velvet' (a cat in a primary story) felt like. That

broke the ice for that little one. One of our favorite books is *Skins*; some teachers use it to soothe upset children, or as a reward for doing something well.

At one Conference, a young man recognized our books from his earlier school days, went over every single one, commenting on the new ones, telling the person with him, "Here is one that Joe needs", and ending by telling us how much the aids had meant to him in his education. Some of the things we make can be purchased commercially; and we have been shown a \$20,000 machine that presses forms on a sheet of plastic so that you can feel the braille and the shapes. Every page is smooth plastic with bumps. No soft, rough, fuzzy, furry, lovely 'feels'. We have not purchased one and do not want one. Our volunteers love knowing that these special children (and some adults) appreciate the wonderful aids they produce.

Where do we get our ideas? The first eleven items included: Alphabet Cards, Phonics Cards, Floor Coverings, Threads and Sewing Materials, *Skins*, Fabric Matching, Geometric Shapes Matching, Geometric Shapes Identifying, Which is Biggest?, Which is Different?, and Which is Longest? These came from the suggestions of those master teachers mentioned earlier. Since then our ideas have come from requests from teachers with special problems; have developed from suggestions from our own members; and have developed from listening carefully to conversations at Conference. 'Old Teachers Never Die; They Just Lose Their Class' is a popular saying but is not true in OVAW. We old teachers and our 'teachers aides' have a CLASS that covers the whole world.

We have had requests concerning how to start a Workshop like ours. We have it all typed and ready, and send it right along but have not heard of many carrying through with the idea. We have two satellites—one at Lake Wildwood led by former Oakmonters, and one at Rossmoor. The Lionesses of the Pittsburg, CA, area have a group that supplies Contra Costa County. The samples we sent to Indonesia were to be used in starting a Workshop and a teacher from Poland is doing the same in her country. Blindness knows no political boundaries.

Mailing days! The work is ready, the closet is full, and we call on men to help package. Originally we had one very special man who did the wrapping; now we have many very special men who work along with the women. A gift of many good boxes has been a great help. We fill station wagons and trucks with our packages. We know they arrive as we receive many thank-yous and publish some of them in the Newsletter for you all to enjoy.

So far Uncle Sam picks up the tab for mailing for the blind. So you are all involved in that, too, through your taxes. We have had great fun trying to get some shipment out of the country—or rather INTO another country. Mexican customs want money to accept the boxes. So a little old lady, and in a wheel chair at the time, took our aids to the Mexican teacher in her luggage. It would be safe to say INSTEAD of her luggage as we got together as much as we possibly could for this teacher with many blind students and no materials and no money to buy any. She cried when she opened the packages.

Things to Bhutan go through customs in India and we were wondering about those for sometime, but word has come that they did get through and are being used there in their school for the blind. Many visitors from the states and from other countries come to see us and one was a teacher from this school in Bhutan. All visitors seem amazed at the amount of work being done at the Workshop on our busy Monday mornings. We always make sure that they know there is much going on in individual homes the whole week long. This always shows on mailing days . . .

While the bulk of orders come from California, orders have been received from all the states except New Jersey and Vermont. We also have sent to Guam and to Puerto Rico. Orders come regularly from eight of the provinces of Canada. Our fame has spread to other countries as well with items sent to Bhutan, Indonesia, Israel, Japan, Mexico, Papua New Guinea, Poland, Saudi Arabia, Sierra Leone in West Africa, Republic of South Africa, and to West Germany.

Nina Cohen
Oakmont Visual Aids Workshop

OUR SPECIALISTS SAY

COMPUTER NOTATION

In the Spring of 1986 BANA adopted a new Computer Braille Code. At this writing the Code is in the hands of APH for publication, and it is hoped that it will be available before too long, but no date has been announced.

The new Computer Braille Code is a completely new code for transcribing computer-related materials. It bears very little resemblance to the "Provisional Code" that is now being used. The aim of the committee which wrote this new code was to implement, for use in transcribing braille computer texts, the braille code which allows braille to be sent to and received from computers. A blind computer user will now be able to read a computer text and communicate with the computer using the same code. Until now two separate codes needed to be learned.

Any transcriber who is familiar with textbook format can use the Computer Braille Code. In some transcriptions it might be necessary to consult with a Nemeth transcriber, and some text books might require a Nemeth transcriber by someone who is willing to learn the new Computer Braille Code, but who has no knowledge of Nemeth Code.

A knowledge of computers or computer programming is not necessary either.

A day-long workshop will be held at the CTEVH Conference in March to present the new Computer Braille Code. This is a wonderful opportunity to learn a new and fascinating braille transcribing skill (Remember how much fun it was to learn literary braille?) To add a new dimension to your pleasure in braille transcribing, and to fill an ever-increasing need for brailled computer materials, plan on attending this workshop.

For those who have been using the "Provisional" code this workshop is a must. Any new transcriptions of computer-related materials should be transcribed in the new Computer Braille Code. A copy of the Code should be obtained as soon as it is available, and attendance at the Conference workshop will greatly aid in helping you understand and implement the new code.

Elinor Savage, CTEVH Specialist
Braille Computer Notation

TEXTBOOK FORMAT

NOTES TO POETRY

The CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES has a very good section on poetry. It's called Poetry (Rule XVI §37-38, pages 78-87). It answers most questions and has really good examples.

For more on poetry footnotes, see Notes and other Marginal Material (Rule VI §21-23, pages 29-42). The main thing to remember about notes is that no matter where they appear on the printed page, in braille they must be placed on the very next braille line. It is possible to have more than one note on a braille line. When this occurs, each note begins four cells over from the margin in effect, which is the poetry line where the note indicator appears. The exception to this is notes

at the back of the book, which should be placed at the end of each braille volume (see Rule VI §23, page 40-42).

TEXTBOOK PAGE NUMBERS

Here's how to number pages in a salesman's catalog: Each section is named or lettered and each section is numbered starting with page one. Each page of each section is lettered according to its place in the catalog. Braille this page number s1 or s-1 (dots 2-3-4,3-4-5-6,1). The continuation page would be as 1 (dots 1,2-3-4,3-4-5-6,1).

Billie Anna Zieke
CTEVH Textbook Specialist

THE NBA TAPE RECORDING MANUAL: REVISING AN OLD STAND-BY

In Milwaukee this past October 1st and 2nd, revision of the National Braille Association Tape Recording Manual was begun. The revision, which will continue over the next two years, will include some updating and polishing of the present text. It will also add some new material to reflect the growing diversity of transcribing projects since the last revision in 1979. Though the task of revision is formidable, it is made easier by the proven utility of the third edition.

The committee includes both veterans and newcomers to the revision process. Billy West of the Library of Congress National Library Service for the Blind and Physically Handicapped in Washington D.C. is the current chairman of the committee. Grace Rice and Babette Richman, both with Recording for the Blind's Chicago Unit, also bring valuable experience to the proceedings. Newcomers include myself, Burr Kansas from RFB headquarters in Princeton, New Jersey, Lynn Leith from the Canadian National Institute for the Blind in Toronto, and Sara-Jean McDowell of American Printing House for the Blind in Louisville, Kentucky. Drawing from these different locales and recording programs, the committee hopes to address the needs of transcribers in a variety of recording situations.

Fundamental recording skills will continue to be emphasized in the revision of the manual. Sections on reading accuracy, style, and pace will be expanded and strengthened. Roles and responsibilities of team recording will be highlighted. Figure descriptions, which remain a primary concern to transcribers, are being reviewed to include more examples of the fundamental types of figures encountered in today's textbooks. Transcribing technique will remain at the core of the tape recording manual.

Many sections need updating. Recording equipment

selection, both cassette and open-reel, needs to reflect advances in technology and the increasing sophistication of recording studios. General guidelines for selecting recorders, microphones, tapes and acoustic booths will be included in the revision. The reference section's list of more commonly encountered signs, symbols, and abbreviations will be edited and updated. The resources section will include many new reference works, for the general as well as the specialty reader. These updated sections will be designed to provide support and guidance for today's recording transcriber.

Recording specialty subjects was also a topic of discussion at the meeting. Typing drills, knitting patterns, children's books, computer, and chemistry texts were some of the special recording challenges addressed by the committee. Rather than cluttering the recording manual with this specialty information, guidelines will be produced in supplementary handouts. These guidelines would need to be produced by those rare persons who are familiar with their subjects as well as aware of the special nature of transcribing those subjects from print to aural medium. Providing recording instructions for specialty subjects probably will be this committee's greatest challenge in the revision process.

Periodic reports on the revision of the tape recording manual will keep California transcribers up-to-date on future developments. If you have any suggestions, recommendations, or comments, the committee welcomes your input. The revision process will be a long, detailed project, but one that should produce a document which will improve the quality and accuracy of recording transcriptions for the reading disabled.

Leslie Burkhardt
CTEVH Recording Specialist

LARGE TYPE

Science Products, Box A, Southeastern, PA, 19399, has two battery-operated, flat-display typewriters which can be used under a CCTV or magnifier/lamp. The machines are small and lightweight. The S-16S which can be used as a computer printer, with parallel or serial interface (which must be specified on order) and the Typestar 5 which produces double-wide print, but has no interface

with computers.

For information, call (800) 228-8655. This is the manufacturer's - Canon - customer service department which will send brochures. For pricing and Science Products catalog, call (800) 822-7400.

Marian Wickham
CTEVH Large Type Specialist

SO YOU WANT TO BUY A BRAILLE EMBOSSE

Once the big decision has been made to invest in a braille embosser, the buyer is faced with a confusing array of choices. Where should one begin?

In the Fall 1986 TCT the Smiths gave a comprehensive listing of embosser specifications. To aid further in decision making, the following may be helpful.

Numerous companies have jumped into the technology arena for the visually impaired. Products are introduced, advance news releases are heralding the latest and the best. Consumers are making choices about features they may know little about. Some of these features may be crucial to the performance of the embosser for a particular individual or group. Other features may be secondary or even unimportant in a particular application. All of these criteria should be evaluated in making such an expensive decision.

The following evaluation criteria for braille embossers is reprinted with permission of Sensory Aids Foundation. It was originally published in *Sensus*, Fall 1985.

General

- Noise level of embosser
- Cost
- Size and weight (portability)
- Production capacity (large scale or personal application)
- Paper required (length, weight, width)
- Interpoint, simultaneous interpoint
- System memory requirements
- Printing speed (characters per second)
- Number of characters per line
- Number of lines per page

Readability

- Quality of output; strong enough for multiple readings
- Height and texture of braille dots adjustable
- Printout formatted logically and usefully
- Tactile graphics capability

System flexibility

- What translation package is required (if any)
- Is translation software copy protected; can you make backups
- Can user adapt software to particular individual needs
- Can hardware interface with standard electronic equipment
- Which systems will embosser interface with standard electronic equipment
- Is the interface serial or parallel; how many ports are necessary and how many are available on the embosser
- Does the embosser have a buffer (internal memory); how big is it
- Will embosser work with modem and telecommunications software
- Is the embosser an adapted daisy wheel printer or a dedicated braille embosser
- What kind of braille can embosser handle
- Can information be translated directly from the computer's memory or does system require secondary translation of data before printing
- Are software control characters and other symbols hidden in printout
- Is the "stop print" command executed instantly or must you wait for buffer to empty
- Is "flow control" adequate; can device be overrun with data causing information to be lost
- Is the embosser a stand alone device, can it be interfaced with a computer, can it do both
- Does embosser have both print and braille capabilities
- Is the paper used continuous roll or fanfold, or is it single sheet manual feed

Reliability

- How rugged is embosser; how often does it need repair or adjustment
- How many of the devices are ordered annually, and how many are returned for repair in the first year
- Will the embosser's coding/configuration cause problems for a video display or speech output device
- Is the embosser widely used; what kind of reputation does it have among consumers

Ease of use

- Are the embosser commands entered from the computer keyboard, a keyboard attached to the embosser, or through switches, knobs, or buttons in the embosser
- Physically how easy is it to accomplish tasks using the embosser; is it easy to access control switches, and to set formats for printing, is it easy to load paper
- How long are the command sequences necessary to initialize and operate the embosser
- How fast does the conversion from a computer coded file to a braille copy take place (is it automatic or does it take lengthy command sequences and a lot of manipulation by the user)
- How easy is it to reconfigure the embosser; how easy is it to replace parts; can the user do these things independently or does the manufacturer have to do them, and at what cost
- Can the device be left alone to emboss long documents or does it require constant monitoring
- Will applications software commands interfere with commands to embosser or are they distinct from one another
- If a problem occurs how easy is it to recover and continue

Documentation

- Is there a warranty on the device
- Are service contracts available and for how much
- How does vendor respond to telephone requests for technical support; are responses timely, supportive, and useful
- Can the device be leased; is there a lease with the option to buy
- Are there regular upgrades, and are they affordable
- What is the average turnaround time if the device is returned for repair
- What does it typically cost to have repairs done if you don't have a service contract

Miscellaneous

- How does this embosser compare with others on the market in terms of reliability, cost, ease of use, support from the vendor, and speed

- Does the embosser suit the personal needs of the intended user
- Is the embosser the best fit for the intended application
- What trade offs are you willing to make in aligning performance with cost

Some braille embosser features are more important for an individual braille user, others are crucial to the smooth running of a transcribing organization. Some trade-offs will most likely need to be made. My recommendation is to make a list of what you consider to be the most important features (such as using fan-fold paper, production capacity, quality of braille dots, price range, specific computer interface, etc.) as a starting off point. This will aid in focusing on specific embossers. Then those embossers can be examined in more detail before a final selection is made.

Any article dealing with the state-of-the-art technology will be outdated by the time it gets to print. Some of the braille embossers on the market today and their manufacturers/distributors are:

VersaPoint	Telesensory Systems, Inc. 455 N. Bernardo Ave. Mountain View, CA 94039 415/960-0920
MBoss-1 Index-1 Thiel	VTEK 1625 Olympic Blvd. Santa Monica, CA 90404 213/452-5966
Ohtsuki Printer	Ohtsuki Communication Products, Inc. 1399 Ygnacio Valley Rd. Suite 24 415/947-3148
Cranmer Modified Perkins Personal Brailier Romeo Brailier TED-600 TRI-170	MCA/Triformation Systems 3132 S.E. Jay St. Stuart, FL 33497 305/283-4817
	Sue Reilly, CTEVH Specialist Computer-Assisted Large Type and Braille (Southern California)

LITERARY BRAILLE POT-POURRI

A Nifty Note-to-Proofreader Idea

Sylvia Paull, who holds dual Guild membership (and one year was the largest producer in each guild), came up with a suggestion for those who do computer-assisted braille which is to be checked by a blind proofreader.

At the very beginning she starts a file called "Letter", which is to be embossed at the beginning of the disk, containing her notes and comments to the proofreader.

Also, in dealing with Braille Institute, which has so many volunteers sending materials from all over, Sylvia recommends putting one's own name and address label on each disk, as well as the usual book-identification. (She also assigns a separate number to each disk, to keep track of the many various projects she usually has going on simultaneously.)

Incidentally, her CTEVH-assigned computer has greatly increased her already-astonishing production record.

Hands Across the Sea — beorn, Beowulf, Caernarvon, Caerphilly

Jane Ehrlich, of Beach Cities Braille Guild, encountered the Anglo-Saxon word "beorn", and wondered about the use or non-use of the "be"-sign. She decided to go right to the horse's mouth (no disrespect intended by this Americanism of course), and at the same time also inquired about the way the British braille the name Beowulf. She received a reply directly from Mr. W. P. L. Poole, Chairman of the Braille Authority of the U.K., informing

her that the word "beorn" is a monosyllable in Anglo-Saxon, so that would not contract it in a modern English book.

They also do not contract either the "be" or the "ow" in Beowulf, unlike the Americans. (Should we reconsider ours perhaps?)

While we're thinking of "names, British", remember that you shouldn't use the "er"-sign in Caernarvon or Caerphilly, either.

Who Says the Brits Don't Use Capitals?

Although they say "the capital sign and block capital sign are not generally used in the United Kingdom", they do include these in their code when "necessary to use them for clarification of the text".

But more than that, they have a TRIPLE capital sign! In special cases such as typists' examination papers, they use the triple capital before each word. (I resume to let the typist know that the "Shift Lock", rather than the "Shift Key", is to be used.)

Hmmm . . . For books that have lots and lots of fully-capitalized passages (like biographies that quote dozens of telegrams verbatim) . . . wouldn't it be nifty to have some such device, instead of having to double-cap each word? Maybe a triple-cap in front of the first word of the passage and a double-cap in front of the last word of the passage . . . (Please, don't anybody do this—it's not in accordance with ANY code we have—it was just a fun kind of why-don't-they notion!)

Norma L. Schecter
CTEVH Literary Braille Co-Specialist

REVIEW OF OHTSUKI PRINTER/EMBOSSER

This is the first in a series of evaluations of peripheral devices which we have been able to check out in depth. In this instance we were asked by the Sonoma County School District to interface the OHTSUKI with an APPLE IIe Super Serial Card using the BEX program.

We hope that these reviews will be of some benefit both to school administrators and to transcribing groups who are considering acquiring such equipment. Most important is the explanation

of potential pitfalls and interfacing problems which can take several days to untangle.

The OHTSUKI Printer is a very versatile hardcopy output device. It is truly one of a kind, in that it will not only emboss braille, but also produce print only, or both braille and print on parallel lines. It has a built-in Grade 2 braille reverse translation firmware program which produces uncontracted print under the Grade 2 embossed braille, thus providing very useful output for

communication between blind Grade 2 users and sighted non-braille readers.

It also offers graphic capability by setting the line spacing and braille dot or print pitch using appropriate escape sequences to produce equal vertical and horizontal spacing for graphic data output.

Both parallel (Centronics) and serial (RS-232-C) interface connectors are provided on the back left side of the printer. The power cable inlet and ON/OFF switch are on the back right side with the paper inlet slot between them. Thus none of the cables interfere with the paper coming in or out of the printer.

The paper is controlled by pressure, friction feed rollers instead of tractor feed. Thus both single sheet or continuous paper, 11½ maximum width, can be used. But when using continuous feed paper, a detection hole is needed in the paper at the start of each page to allow the Form Feed to work properly. This special paper and replacement ink rollers may be obtained from any OHTSUKI Products Representative.

A unique ink roller is used in the ribbonless impact dot matrix printing head to produce print. It has an expected life of 400,000 characters and is very easy to change.

On the front of the printer there are three lights and three push button switches. The three lights are: POWER, lit when power is on; SEL (Select), lit if "On Line" and ready to receive data; and PE (Paper Empty), lit when out of paper. The three switches are the push button toggle type with the SEL button putting the printer either "On Line" or "Off Line". The printer must be "Off Line" for the next two switches to function, and they are: LF (Line Feed) to advance the paper one line with each push, and FF (Form Feed) to advance the paper one page with each push.

The versatility of the OHTSUKI Printer is evident from the number of Command Codes available to produce different output. In addition to the normal Control-letter codes there are a number of Escape Code Sequences. Country Escape Codes provide for American, German, Japanese, or British braille characters. Data Input Escape Codes provide for alphabetic (grade 1), braille grade 2, or computer braille code (no capital or number indicators) for braille computer programming. Secondary Escape Codes produce the OHTSUKI mode (print under embossed braille), the braille mode, or print only mode. Specialized Escape Codes always

follow a Secondary Code for controlling Line Feed spacing, print pitch, or braille dot pitch.

Three banks of DIP switches are located under a plate just above the interface connectors on the back of the printer. These provide for selection of such things as parallel or serial input, baud rate, and software (on/off) or hardware (RDY/BSY) handshaking.

A parallel input is the least difficult to make operational quickly. Only the first bank of DIP switches (SW-1) apply.

But with serial input all of the switches are used except SW-1-1 & SW-1-2, and in addition the input must provide a delay of at least 50 milli-seconds after each Carriage Return and each Form Feed before the next character is sent to allow the action to take place; otherwise any characters sent during that time interval will be lost.

The OHTSUKI Printer has a six months limited warranty, weighs 24 lbs, with dimensions of 20.5H x 10.6D x 6.8D (inches), produces print at 40 cps, braille at 13 cps and print under braille at 10 cps. So if you need or can use such a multi-faceted embosser it is well worth the price of about \$5,000 from:

OHTSUKI Communication Products, Inc.
1399 Ygnacio Valley Road, Suite 24
Walnut Creek, CA 94598
(415) 947-3148

BEX is copyright 1985 by Raised Dot Computing. APPLE is a registered trademark of Apple Computer, Inc. OHTSUKI Printer is a trademark of Ohtsuki Communications Products, Inc.

NBA has recently issued a publication answering many of the questions which are frequently asked by braillists who are interested in obtaining information on computer-assisted transcribing.

The booklet, entitled: "Preparing Braille Masters with the Assistance of a Personal Computer" may be ordered from:

National Braille Association, Inc.
1290 Univeristy Avenue
Rochester, NY 14607

Cost of the booklet is \$4.40. A special price to NBA members is \$2.20 for the first copy. Please send your check with your order.

Diann and Ken Smith
CTEVH Computer-Assisted Braille
Co-Specialists (Northern California)

OOPS!

There's very little that gets by a braille transcriber . . . well, hardly anything! You're all remarkably observing and astute. A few of you may have digested the information and are blithely unaware of the confusion caused by a small detail in the new NLS manual and the errata.

After an "overload" of notes - some confused, some agitated and many just questioning - we need to clear up the "musty" status. I apologize for the incorrect information regarding this word that appeared in the last TCT. There seems to be no good explanation of just how the word "musty" got included in the errata list and I was caught up in it with many others.

The word "musty" is CORRECTLY shown as "m(st)y" in the Typical and Problem Words list in Appendix B of the revised NLS manual. This usage is further explained in the manual, Section 10.2a, page 51:

Short-form words should be used alone or as part of a word. Thus, the short-form word for *immediate* should be used in *immediately*; that for *beside* in *besides*; that for *quick* in *quicken*; that for *must* in *musty*; . . .

And in Section 10.5, page 53:

Where a word has two or more distinct meanings, its short form should be used to represent any of them, and additions may be made in expressions like a *quick recovery*, *the quick and the dead*, *hurt to the quick*. The short-form word for *must* should be used in expressions like *he must go* and *the must of the grape*.

As Barbara Tate, NBA Literary Braille Chairman and co-author of the Instruction Manual for Braille Transcribing, so aptly observed: ". . . because of this error, the new usage is one that will be easy to remember."

Plain and simply, it was an error that "musty" got included in the errata list for the new NLS manual. I suppose it should make us all feel better to know that nobody is perfect—we tend to be reassured when we find out that we're not the only ones who goof occasionally.

Those of you who are new transcribers, with a few doubts and some confusion in the learning stages will, in the long run, probably have less difficulty with the new usage than those of us who've been doing it "the old way" for years.

Hang in there!!

Elizabeth Schriefer
CTEVH Literary Braille Co-Specialist

SACRAMENTO FILE

NEWS FROM CDHS

REGISTRATION OF VISUALLY HANDICAPPED STUDENTS

The letter calling for the registration of all visually handicapped students in public and nonpublic schools of California and the appropriate registration forms have already been mailed to schools. This registration requires the reporting of both blind and partially-seeing students to establish eligibility for school participation in state and federal programs.

The registration of students is based on their enrollment in schools on the first Monday of January - January 5, 1987. This deadline date is crucial since CDHS staff must analyze, reclassify, and report data for some 6,000 eye reports by mid-February to comply with the registration deadlines set by the American Printing House. In the event school systems do not have registration forms for all VH students, regardless of their regular or special day class placement, please contact Nena Thompson for registration forms immediately. The registration of each legally blind student of less than college level will generate to the state an allotment of materials, aids, and equipment valued at \$103.83.

AMERICAN PRINTING HOUSE FEDERAL QUOTA ALLOCATION, 1986-87

During mid November 1986, Dr. Carson Y. Nolan, President, American Printing House for the Blind, notified California of its Federal Quota Allocation for the Federal fiscal year October 1, 1986 through September 30, 1987. The total allocation to the State Department of Education to be administered by the Clearinghouse Depository for both public and nonpublic qualified schools is \$449,873.69. This amount is a 10% reduction based on forecasts of the effects of the Gramm-Rudmann-Hollings Bill. (See also Annual Report to APH Trustees, elsewhere, this issue.) It is hoped that, by April 1, 1987, the 10% or a portion of this reduction will be restored.

By the time you read this, Nena Thompson, CDHS Federal Quota Office Technician, will have mailed statements of new Federal quota accounts to participating school systems. These individual accounts reflect the quota allotment of \$103.83

per student times the number of students registered by the school system minus any deficits or encumbrances carried forward.

READER EMPLOYMENT FUND

Education Code 45370-45372

The Reader Employment Fund for blind teachers of \$250,000 was established by the legislature in May 1984 and became effective January 1985. For the past two years, this program allocating funds to public elementary, secondary, and state special schools for the employment of readers for their legally blind certificated classroom teachers has been administered by CDHS. This program served 28 school systems employing readers accommodating 32 legally blind teachers during this period. A total of \$113,305.34 was expended these two years, leaving a balance of \$136,694.66 in the fund. This program not only provides "reasonable accommodations" for teachers, but also is serving as an incentive to schools to employ qualified teachers who, incidentally, are blind.

During this fall, to date, 27 school systems have notified CDHS of their intention to participate in the program. Their total estimated encumbrances have exceeded the balance of \$136,694.66 remaining in the fund. To assure schools of reimbursement for their anticipated expenditures through this fiscal year, staff is working with the Office of Governmental Affairs of the Department of Education and with the office of Senator McCorquodale, the author of the original bill. We trust that an additional appropriation to the fund will be made by the legislature this spring not only to meet the anticipated needs for the current fiscal year, but also to fund an ongoing program for the 1987-88 school year and for some years ahead!

Through my discussions with those teachers who have benefited from the reader service program, I can report that these "reasonable accommodations" are helping teachers becoming more effective in their work, as well as equalizing their professional opportunities.

Your letters of support and commendations to Senator McCorquodale, State Capitol, Sacramento, CA 95814; William Dawson, Executive Deputy

Superintendent of Public Instruction and Shirley Thornton, Deputy Superintendent for Specialized Programs will be influential in maintaining this vital program.

DON WHITE - MERITORIOUS SERVICE AWARD

Donald White, the highly esteemed Stock Clerk with the Clearinghouse Depository for Handicapped Students joined us during the Spring of 1979. During the past seven years, he has singlehandedly maintained the operations of the Depository. Don's keen knowledge and expertise have emerged out of an invigorating tenure of service with the State performing a variety of jobs.

Don was born in Petaluma, California on November 13, 1935 and, graced with being a second generation Californian, he learned English without the taint of the southern drawl, the northeastern broad a, or the midwestern twang. With the move of his family, Don's early school years were spent in the Sacramento area. He graduated from Chico State University with a Bachelor's degree. He met his wife-to-be at the University and now lives with his wife and two lovely daughters, Julie and Andrea, in Carmichael.

Don first began his work with the State in 1962, employed by the Document Section of the Printing Plant where he was responsible for the supplies of the unit. In 1964 he transferred as a Stock Clerk to the State Library processing center where

he catalogued and jacketed books and other materials in preparation for shelving. While at the library, he worked with three other members of our staff, Nancy Chu, Dorothy Joe, and Ron Burke. In 1975, Don transferred to the "Books for the Blind and Physically Handicapped" unit (now known as the Braille and Talking Book Library) where he served as a Stock Clerk circulating books in braille and recorded form among blind and physically handicapped patrons.

As we sum up his years of service through today, we find that Don's work tenure with the State Department has approached half of his lifetime. February 15, 1987 will be Don's 25th Anniversary as an employee of the State of California. Don's co-workers and friends salute him for his exceptional contributions to the State and, especially, to the Clearinghouse Depository for Handicapped Students.

Fred L. Sinclair, Director
CDHS

NOTE

The California State Department of Education is pleased to announce the most comprehensive and well drafted set of guidelines for the education of visually impaired children is available in braille through Multiple Services Media Technology, Inc. The brailled copies of the California PROGRAM GUIDELINES FOR VISUALLY IMPAIRED INDIVIDUALS costs \$25.00. California residents please add applicable sales tax. The Guidelines will be sent Free Matter. If United Parcel Service is preferred, please add an additional \$5.00.

To order send your name, address and zip code, and check or money order to:

M.S.M.T.
1186 Yulupa Ave., Suite 349
Santa Rosa, CA 95405

Please allow ten days for delivery.

GENERALLY SPEAKING

ANNUAL REPORT TO APH TRUSTEES

This is the 118th Annual Meeting of our Boards of Corporate and Ex Officio Trustees. It is a pleasure to share the many positive things that marked our Fiscal Year 1986.

Our federal appropriation for FY 1987 is \$5,510,000. Of this total, \$5,010,000 is for the supply of educational materials, \$350,000 is for educational and technical research, and \$140,000 is for advisory services. Our enrollment, as of January 6, 1986, was 45,932 students, an increase of 711 students, or 1.5 percent over FY 1986. The student per capita for FY 1987 will be \$109.07 . . . [Editor's Note: Subsequent correspondence with Dr. Nolan indicates that he is reserving 10% of this figure in anticipation of the effect of Gramm-Rudman-Hollings in 1987. (You remember Gramm-Rudman-Hollings - that's the law that helps support the current war effort by reducing funding for wasteful programs of questionable value like the Federal Quota Program and the National Library Service.) Adding the redistribution of unencumbered balances from 1986 brings the effective per capita amount to \$103.83, down from a pre-Reagan high of \$131.88.]

[An] increase [of 10 percent] in sales was partially responsible for the positive income statement for FY 1986, a welcome reversal of the negative statements for the last few years.

Sharing responsibility for this improvement were the large-scale program for technological upgrading initiated last year and a program for improved personnel management . . .

During the year, significant progress was made in the installation of our new computerized business management system. This system will computerize all of our financial, distributive, and manufacturing operations and should be completely operational by next summer.

Braille production during the year was up 23 percent. We remained the only facility in this country with the capability and capacity to produce VersaBraille tapes in large quantities for use by tax advisors of the Internal Revenue Service.

We continued to improve our capability to produce paper braille through the acquisition of a second high-speed plate maker. An order was placed for a braille line printer which will print both sides of the page. Work was initiated to bring our manual stereograph operation to current levels of technology.

Short run large type book production was up more than 20 percent over the previous year . . . A record 105 college textbook titles were produced in this medium.

New catalogs published during the year included Instructional Aids, a combined regular run and short run Large Type, and a Music Catalog. In addition, the Editorial Department completed a systems study for the computerization of the quota registration.

Cassette production reached a record 1.15 million, up 15 percent. Our electroplating operations for producing masters for flexible records was completely remodeled with resulting great improvement in the rate of operation and in quality . . .

We continued to upgrade our manufacturing capability through job redesign and acquisition of more efficient tools and equipment. Manufacturing productivity was up 12 percent. Problems in obtaining individual components of large instructional materials kits continued to delay production and create significant backorders.

An important step during the year was initiation of the computerization of our Central Catalog of Textbooks for the Visually Handicapped. A systems study was completed early in the year, and a contract was let for design of system software in early spring. A greatly improved and expanded Catalog should be operational in mid-1987. [See "APH-CARL", elsewhere, this issue.]

All the improvements we have made during the year have been funded with donations from a generous public. Gifts and bequests from the public totalled more than \$3,100,000 . . .

Our educational research effort continued in a strong fashion with 50 projects or activities underway. Eight new products resulted during the year from our research and development activities. Prominent among these were microcomputer programs, a new product line. We are beginning efforts that should result in the availability of a number of microcomputer related electronic products . . .

Our Advisory Committees, Ex Officio Trustees, and many individual administrators and teachers

contributed greatly to our efforts this year. We would like to express our appreciation to them. The staff and personnel of APH are primarily responsible for our success, and we wish to acknowledge this fully. Finally, all of us owe a debt to our Corporate Board of Trustees for their outstanding guidance and support.

Carson Y. Nolan, Ph.D., President
American Printing House for the Blind
Louisville, Kentucky, October 1986

MICRO BRAILLING

[the statements made in this article pertain to the Micro Braille Program, only]

Ever since Transcribers started using our Program, we occasionally hear that someone has lost braille pages, or that they ended up with duplicate pages in the same file.

Since the Transcribers couldn't tell us exactly what they had done, it was hard to try and figure out how this was happening. I have punched everything I could think of to try and make braille pages disappear.

Finally, after 2-½ years, we finally got enough clues, thanks to a gal in New York. The secret is that you CANNOT use the function keys, F4 or F3 unless you are on a braille page. Apparently, I didn't make my instructions strong enough on page 22 (to save pages brailled) and page 24 (proofing, last paragraph) by using the words "MUST be on a braille page". If you are on the Menu, then you would use "S" for Save or "L" for Load.

In September '86 I sent Revised pages 9 and 10 with a Notice, alerting you at the first time you would be saving or loading, in hopes this will eliminate this problem. Actually, none of the Function Keys are ever used, other than on a braille page.

If you want to just move one page from a file to another file, I find the easiest way is just to lift the lines on the page you want to move by using the ALT-8, 9 function. Then go to the file

where you want the page to be laid down (insert a page, if necessary) using the ALT-0 function. After you are satisfied that the files are like you want them, then go back and delete the page you lifted. It takes a little time to lift a whole page of braille lines, but I find this is much easier and less confusing than combining files and deleting pages to get one page of braille where I want it.

Tandy users, beware of the HOLD key. If you accidentally hit it, your keyboard will freeze up and you will not be able to braille. All you have to do to get out of this situation, is just to hit the HOLD key again.

When you are going to make big corrections, like pushing off lines, etc., be sure to save the file first. Then if you do something wrong or it doesn't work like you wanted, then you can leave the file without saving (F3) and the file will be as it originally was in the first place, when you call it up again. Or, you can make a diskcopy of your file disk and experiment with the "copy". So, this is more reason to go ahead and be brave and try some of these fancy feature. You have nothing to lose and so much to gain in learning how to utilize the unique features of this Program.

Lou Ella & Norman Blessum
Micro Braille Transcribers
955 Camino La Maida
Thousand Oaks, CA 91360
(805) 492-1003

APH-CARL

One of the great milestones in the recent history of providing materials in special media to handicapped students was the creation of the APH Central Catalog. As many CTEVHers know, the Central Catalog, listing sources for books in special media from providers across the nation, was brought into being by the thought, creativity, and persistent hard work of our much-loved Carl Lappin, who died so suddenly last May.

How fitting it is, then, that a new milestone in that history not only build on Carl's legacy, but carry his name, as well. APH-CARL is an acronym for "American Printing House-Central Automated Resource List".

The Central Automated Resource List is a computerized data base which is built by the Central Catalog entries plus APH catalogs, plus additional vendor and transcriber entries. In addition, the APH current inventory file and state Federal Quota accounts will be accessible through APH-CARL.

The data base and reference system have been developed through the joint efforts of the National Systems Management, Inc. staff (led by Gary Snodgrass and Bob McCarthy), Carson Nolan, President of APH, Ralph McCracken, Editor of APH Publications, and Paul Lewis (director of the Florida Instructional Materials Center for the VH), who served as a special consultant. Acting as an advisory committee to APH for the project are Bill Davis, Chair (New Mexico School for

the Visually Handicapped), Carol McCarroll (Tennessee State Dept. of Education), Julie Todd (Ohio Instructional Materials Center for the VH), Pete Rossi (New Jersey State Commission for the Blind), and myself, Aikin Connor (California Clearinghouse Depository for Handicapped Students).

APH-CARL will be field-tested beginning in February 1987 and is scheduled to go on-line by July 1987. The system will be accessed through an existing system known as SpecialNet which already serves hundreds of agencies working with handicapped students. By design, APH-CARL will be accessible by either Apple or IBM (and compatibles) computers via Telenet, a nationwide telecommunications network.

Users of APH-CARL must be subscribers to SpecialNet (\$200 annually) and will pay a flat subscription fee to APH-CARL of \$400 annually. Charges for Telenet and the use of the system will depend on the time the user is actually on-line.

We have many people to thank for the achievement of this latest milestone, starting, of course, with Carl, himself. Certainly Ralph McCracken and Paul Lewis have contributed enormously. And the confident and courageous leadership of Carson Nolan has made it possible, once again, when we need to know about special equipment or materials, to "Call CARL".

Aikin Connor, Editor TCT

C T E V H
CONFERENCE

X X V I I



REPORTS FROM CONFERENCE XXII (Los Angeles, 1986)

(Workshops Nos. 102/202, 203, 302, 304, 402/502, 403/503, 410, 505, 602, 609, and 702 are reported here. Other workshops have been reported in previous issues.)

RAISED LINE-HOMESPUN, Workshops #102 & #202 (Leader: Clover Fox, Secretary, Laguna Hills Transcribers)

The object of the workshop was to demonstrate making tactile maps and illustrations with common materials found in the home.

A number of completed maps, diagrams, and illustrations were presented for inspection and discussion, and the methods of obtaining various effects were explained.

Materials used were toothpicks (for placing paste on fine lines), facial tissue (for blotting up excess paste), and razor blades (for exact cutting of threads). The manner in which sharp curves and angles were placed on the jk items was demonstrated.

Materials used consisted of grains of rice, beads, netting, decorative braid, cut-outs of paper, and several methods of using common thread to obtain different textures of lines. These included tying

knots at short intervals, crocheted chains, twisted thread, and twine.

The participants also presented ideas which they had found productive, so that the workshop provided many interesting suggestions.

Many of the questions pertained to where certain "tools" could be obtained, such as a 1/8th inch punch for small circles or dots, different sized wheels for outlines from the back, etc.

Methods of enlargement were also discussed, including making grids of different sizes.

The manner of re-arranging illustrations to accommodate the spacing required by braille explanations or descriptions was also shown on several of the exhibits presented.

SELF-MADE RECORDINGS: USES IN THE VH CLASSROOM, Workshop #203

(Leaders: Susan Berkman, Assistant Director of Training, Braille Institute; Leslie Burkhardt, Recording Coordinator, Braille Institute and CTEVH Recording Specialist)

Self-made recordings can enhance and augment a V.H. student's learning experience. Whether they are used by the adventitiously blind adult or the mainstreamed V.H. child, cassettes produced by a teacher or aide can supplement pre-recorded materials when a more specialized or tailored application is required. Integrated into a study program, they can support and reinforce tactile or visual learning media. In this workshop, specific examples and general suggestions for the production of self-made recordings were given by Sue Berkman, Assistant Director of Student Training at Braille Institute, and panelists Aikin Connor, Aural Media Services Director at the Clearinghouse Depository for Handicapped Students in Sacramento, and Martha Pamperin, itinerant V.H. teacher in Yolo County.

As Ms. Berkman pointed out in her introduction, the uses for self-made recordings are abundant. Interactive tapes, which require student responses,

can supplement classroom activities or be used as homework assignments. Passive tapes, which are read without active participation, may convey magazine articles, short stories, excerpts or other augmentative material. Daily lessons can be taped for review and reinforcement. Introductory recordings can preview new material to increase the anticipatory interest and preparedness of the student. Applications for self-made recordings are determined by the specific requirements of the classroom and the imagination of the instructor.

Once the purpose of a recording is established, practical suggestions from Sue ensured the efficacy of the final product. The use of a script or outline was recommended to give structure and focus to a project. The personality and educational needs of the intended audience should be the underlying consideration in all format decisions. The chosen format, whether formal or informal, interactive or passive should reflect the desired

goals of the learning situation. If these guidelines are considered throughout the recording process, the final product will more accurately fulfill a teacher's initial expectations of the self-made recording.

As Dr. Connor reported during his portion of the presentation, the aural medium was just one component of a multi-media approach to reading education in the Summer '85 CTEVH Campus Activities in Media Processing Program (CAMP). Recordings, along with braille, large-type and CCTV were used by high school students in the three-week resident program at California School for the Blind in Fremont. Guided by teachers under the direction of Sally Mangold, Professor of Special Education at S.F. State University, students practiced aural, visual and tactile media processing to improve overall reading comprehension skills. Since recorded material tends to be decoded earlier and easier than braille or print language, it provided particularly important access to the other media forms. As is the case in many instances, much of the recorded information used in the CAMP program was provided by pre-recorded material from the Master Tape Library in Sacramento. Self-made recordings were utilized in a recreational yoga class to give background and describe specific yoga positions. This tailored application is an ideal example of a learning experience which was enriched and expanded through the use of a self-made recording.

According to Aikin, the self-made recording has many unique properties that affect the learning process. Because tapes are generally made for individual use, teacher comments and explanatory notes can be added to the subject of the recording without infringing on copyrights. Tapes can also be tailored to a particular student's comprehension level, thus increasing the chances of student interest and involvement. Since students are unable to interact with a recording, self-made recordings must precisely convey ideas through complete sentence structure and effective use of voice inflection and phrasing. Awareness of the special properties of self-made recordings will create an effective and usable tape.

Self-made recordings can specifically benefit the adventitiously blind adult as well as the V.H. child. As Sue found out in an informal survey, these tapes were used in one form or another by most of the instructors at Braille Institute. Since many of the adults at the institute were pre-braille readers, recordings often filled the information gap left by diminishing eyesight. Those whose resistance to tapes was attributable

to viewing the tape recorder as a symbol of their sight loss, sometimes responded best to an informal, friendly-style self-made recording.

Interactive lessons recorded by a Braille Institute E.S.L. instructor were one self-made recording example cited by Sue. These tapes were divided into two sets; one set had the odd-numbered weeks' lessons, and the other had the even-numbered weeks' lessons. While students were studying week two's lesson, the instructor would be preparing week three's lessons on the other set of tapes. Odd-numbered weeks' tapes were traded for even-numbered weeks' tapes and visa versa, thus minimizing the all-to-familiar problem of carelessly misplaced cassettes. In this class, as well as in a music class, lessons were added progressively to the tape as the semester went on. By the end of the semester, students had a comprehensive tape for review and later reference.

Martha Pamperin used self-made recordings in conjunction with tactile learning in the classroom. A slide show demonstrated how two first and second grade children used the aural medium to develop braille reading skills. This innovative approach to braille learning was outlined in a handout given at the workshop and reprinted here.

In many books for young readers much of the story meaning is carried by the pictures and only partly reflected by the words. When such books are transcribed into braille, they make little sense and are not much fun to read. An adult reading with the child can supply the missing information, but then the young reader does not have the chance to experience the pleasures of independent reading. The talking picture book can provide one solution to this problem.

GUIDELINES FOR MAKING TALKING PICTURE BOOKS

In many books for young readers much of the story meaning is carried by the pictures and only partly reflected by the words. When such books are transcribed into braille, they make little sense and are not much fun to read. An adult reading with the child can supply the missing information, but then the young reader does not have the chance to experience the pleasures of independent reading. The talking picture book can provide one solution to this problem.

The talking picture book is designed to motivate braille reading, especially independent reading. The tape gives the part of the story which is carried

by the pictures and which is not clear from the words. Only the pictures are "read", not the braille words. The student alternately listens to the tape and reads the words. In this way the student has a chance to read, understand and enjoy the story independently.

GUIDELINES

1. The tape recording should facilitate the flow of the story line, not interrupt it. Detail which is not important to the story line should not be included. Include only what is necessary in order for the student to understand what is happening in the story.

2. Instead of describing the picture in the usual way, tell the picture as if you were the author telling the story to a child who is not reading the book but just listening.

3. The last sentence of the talking picture should be a lead-in to the part of the story that is written in words. The story should flow smoothly from tape narration to braille reading and back again.

4. A signal placed in the book is needed to tell the student to stop reading braille and turn on the tape. A felt dot works. Some braille books have a transcriber's note which reads something like, "Picture: Ask the teacher." This note can sometimes be the signal to the student to turn on the tape recorder.

5. A signal needs to be included on the tape which tells the student to turn the tape off and begin to read the braille words. A bell can be used. A couple of knocks on the table may work also. Since the turn-off tape signal should be quick and not distracting, a sound such as a bell or a table tap is better than a verbal instruction to turn off the tape and read.

6. After the turn-off taps signal, about five seconds of tape silence should be recorded to allow for the sluggishness of the Library of Congress tape players' start-up. If this silence is omitted, the student may lose the first word or two of the next talking picture.

7. After the recording has been completed, test it by alternately reading the print words and listening to the pictures. Does the story flow as though two people were taking turns reading in a book without pictures? If it does, you have just made a wonderful talking picture book.

8. Don't worry if it seems hard to talk the pictures when you first try. It takes practice.

This method was also being used in conjunction with tactile maps. Using a taped "guided tour", a student could independently explore the shapes and places of a raised-line map.

At the conclusion of our panel presentation, we were hoping to have an open forum to hear about workshop participants' experiences with self-made recordings. HA! Next time, we will have to have either a longer workshop, or less engaging speakers.

WORD PROCESSING FOR A REASON: THE KENTUCKY SCHOOL FOR THE BLIND PROGRAM.

Workshop #209

(Leader: Sandra Ruconich, Ed.D., Computer Specialist, Kentucky School for the Blind. Panelist: Bill Davis, Media Specialist, New Mexico School for the Visually Handicapped)

Sandra Ruconich began the session by defining word processing as the ability to insert, delete, or move text. She stressed the importance of teaching word processing, as opposed to other computer applications, because of software copy protection schemes which obliterate speech or braille devices, the prevalence of graphics which are displayed as gibberish by speech or braille devices, and the uneven quality of currently available educational software.

Bill Davis commented that typing need not be a prerequisite for word processing and that the two skills can be taught simultaneously. For those interested in teaching typing exclusively, he

mentioned a program produced by Sensory Aids Foundation and another soon to be available from the American Printing House for the Blind.

Sandy said word processing was important to the visually impaired because of the hitherto unparalleled ease of editing it provides (particularly for braille readers), its utility in vocational and college settings, and its value in many aspects of transition, e.g., residential school to mainstreamed setting, world of school to world of work. Sandy also stressed the importance of word processing in improving visually impaired students' writing skills. She referred particularly to the use of spelling and grammar checkers and

the controversy surrounding their use (i.e., do such tools cause the same dependency talking calculators were thought to engender?). She also argued that word processing makes rough drafts easier—sometimes even unnecessary—to do, since inserting, deleting, and moving text is so quickly and easily accomplished. Ease of text manipulation also means that correction required by teachers can be a quicker, more efficient, less painful task for students. Finally, she said students can do their own proofreading, since spelling, capitalization, and punctuation can be ascertained even when using synthetic speech devices exclusively.

Bill discussed word processing's applications in a mainstreamed setting. He emphasized that assignments can be done efficiently and in a form sighted teachers can easily read. He again mentioned the student's ability to proofread, adding that the proofreading responsibility now resides exclusively with the student. In addition, he cited the value of word processing equipment in note-taking and discussed the equipment's utility as a means of starting conversations with and demonstrating competence to sighted peers.

Sandy listed advantages and limitations of Apple and IBM computers. She cited initial ease of use, widespread availability in educational settings, and software providing multimedia access as primary advantages of Apple computers. As primary IBM advantages she mentioned the ability to run virtually any program, the generalization accomplished by learning to use more than one kind of computer, and the increased employability of IBM users because of the prevalence of these computers in business settings. Referring to a resource list of hardware and software options for Apple and IBM handed to participants, she

discussed four new alternatives: The Speaqualizer (a speech board and hardware access program for the IBM, manufactured by National Federation of the Blind, which intercepts and reads all information sent to the screen), Hot Dots (a grade 2 translator with global replace capabilities, manufactured by Raised Dot Computing), the NFB Grade 2 Translator (another translator for the IBM, produced by National Federation of the Blind), and the PortaBraille and Pocket Braille (braille note-taking devices and computer terminals which interface with a variety of computers, soon to be available from Southland Corporation in Lexington, Kentucky).

A member of the audience suggested that a number of computers are IBM compatible. The presenters responded that although a number of computers claim IBM compatibility, some are not compatible enough to run access hardware and software for the visually impaired.

In conclusion, Sunday offered guidelines for introducing word processing into public and residential school settings. She suggested that teachers start with the "stars" (those students likely to be most quickly and easily successful), that public school students begin training during the summer if possible, that priorities for service be established (i.e., will college-bound seniors, those with the greatest need to produce print assignments, gifted students, etc., be taught first), and that students begin doing assignments as quickly as possible in order to enhance relevance and motivation. Bill pointed out that word processing is only one of a variety of computer applications which deserves exploration and implementation. Other applications which both schools hope to implement in the future include the use of modems and database management.

CURIOUS ABOUT THE COMMODORE? Workshop #302 (Leader: Bettye Krolick, Chairman, Computer-Assisted Transcription, NBA)

About 30 people showed their curiosity by attending this workshop, and several indicated on their evaluations that the "greatest value" of the session was "clearing up misconceptions." A barrage of questions included the following:

1. Will the program work with the new Commodore-128 as well as the Commodore-64?

A: Yes.

2. Will the program work with the newer

disk drive?

A: Yes, with either drive.

3. On the new C-128 does it work only in the "emulation" mode?

A: Yes.

4. Is any special equipment necessary?

A: Only the computer and one disk drive; no other equipment.

5. Where can disks be sent for embossing?

A: CompuBraille in Sacramento and NBA in Rochester, NY, both have output facilities for Commodore.

6. How can an individual connect it to an embosser?

A: With serial connector, and the programmer, Jack Hoefer, can assist with details.

7. Can the program be used for the math code?

A: It can be used for any code or format of braille

Jack Hoefer and his wife, Mickey, were introduced. Bashful Jack had not brought business cards or handouts; the program, TABICAT, (\$25) may be ordered directly from Jack at 5200 W. 68th St., Shawnee Mission, KS 66208.

When questions finally simmered down, the program was demonstrated. A teacher who had never used it before, entered braille with six keys. Then she pushed shift-P and everyone watched as the line centered itself automatically. She

MAGAZINE AND PERIODICAL BRAILLE TRANSCRIBING, Workshop #304

(Leader: Joyce Rabinowitz, President, San Fernando Valley Braille Transcribers Guild; Panelist: Leslie Burkhardt, CTEVH Recording Specialist)

Use literary page numbering instead of textbook page numbering. For convenience in proofing and redoing pages mark the print copy with the braille page number.

Space saving techniques: between articles there are no skipped lines - center a row of 18 2-5 dots to show the end of one article and the beginning of another. If the end of an article ends on line 25 put these 2-5 dots on line 2 after the running head.

Within an article, center a row of 10 2-5 dots to show either a change in thought or a coupon to be filled in within an advertisement (we will come to this later).

Pictures are done according to textbook codebook. Boxed material, no matter where it is shown in print, should be put at the end of a paragraph within boxed lines according to textbook codebook. Columned material - follow ink print. Material

then wrote some text and demonstrated the ease of changing characters, inserting characters or words and deleting any amount of material as well as the insertion or deletion of complete lines.

A particularly useful feature of the program is that for proofreading, when shift-E is pressed, each line is highlighted by having the lines immediately above and below blacked out. As the transcriber moves down the page, the next set of lines are blacked out in order to highlight a new line.

BOBCAT, a program for teaching or reviewing braille letters, contractions, and short-form words was also demonstrated. The lessons in this program parallel the English braille course starting with individual letters with large-sized dots on the screen to prompt a beginner and ending with words from the "problem words" lists. When this program is ordered with TABICAT, it costs only \$10.

A third program that was demonstrated is a game based on some of the material in BOBCAT. The program monitors the speed with which a transcriber correctly brailles material on the screen and awards points according to the skill demonstrated. This program comes complete with sound effects and is a free bonus to purchasers of TABICAT and BOBCAT.

continued from one page to another - ignore print paging and finish the article before beginning a new article.

Advertisements: at completion of articles start a new page titled Advertisement Section with a T.N. "The following advertisements appear throughout the magazine." Be sure to put advertisement section and page number on the Table of Contents page. Advertisements should be brailled the easiest way possible with the advertiser's name, address, and phone number brailled first for easy identification.

Any information up to and including the Table of Contents should be P pages.

When doing a magazine more than once and there are repeat advertisements or information regarding Board of Directors as in the Glad magazine, put a T.N. on the page where this material would be brailled saying "For Board of Directors,

publishing information and recurring ads see Glad, Summer 1985", or whatever date you last brailled such information. Of course, if a new member is added to the Board of Directors or a new piece of information is given, it has to be brailled.

Questions were asked throughout the workshop to clarify and expand on some of the above information.

TIPS FOR ED-IT USERS, Workshops #402 & #502

(Leader: Bettye Krolick, Chairman, Computer-Assisted Transcription, NBA)

Much of this session was devoted to answering specific questions from people who use the program. The message WHAT?? appears on the screen often for new users. Bettye Krolick explained that it never appears unless the transcriber is in the "command" mode of the program. The two most common reasons for getting the message are either that a character was misformed when brailling a command, or that the transcriber started entering braille before giving the command "I" for insertion. Sometimes the transcriber inadvertently holds the Return key a little too long at the end of a line causing it to repeat. When it repeats, the program moves back to the "command" mode, and the transcriber is unaware that this happened. When she/he enters the next line of braille and presses the Return key, the message WHAT?? indicates to the brailist that the program was in the command mode. That line of braille must then be re-entered (after the "I" command is given). Bettye suggested WHAT is an acronym for "Well, How About That??"

Sometimes people are in command mode without realizing it; at other times braillists will enter an "I" or an "E" for a command when they are still in the "braille" mode. After the Return key is pressed, a line is left in the file with only two tiny dots (the braille I or E). If these are overlooked during the proofreading, they will cause an extra line to be embossed and will throw the pages off. Another common error that throws the embosser off occurs when a transcriber finishes a file in the middle of a page. The end of a chapter, the contents, or other material may rightfully cause a brailist to end a file in the middle of a braille page, but that page must be carried out to 25 lines by the insertion of blank lines (one or two spaces per line). Bettye passed out material including a page of steps to use before sending a disk for embossing. One of the steps consists of making sure that every file ends with a full page of 25 lines.

Sample copies of Glad magazine and braille examples of parts of the magazine including a page of advertisements were passed around. These were returned at the end of the workshop. There were no handouts as such because each magazine is different. The workshop was meant to give basic format and ideas.

Elinor Savage is writing a new manual for the ED-IT program, specifically for braille transcribers. Elinor handed out a number of pages from her preliminary version. These include basic functions such as initializing disks, some information for beginners, several pages with formulas for entering page numbers "automatically" in textbook or other formats, and some troubleshooting information to reassure braillists. In addition, Elinor demonstrated how easily a textbook transcriber can insert the proper running braille page number on line 25 and the proper textbook pagination number on line 1 of the new page using her formula. Elinor also demonstrated setting tabs for general use and for use in "automatically" inserting guide dots on a contents page.

Ken Smith brought information concerning a variety of printers - explaining about the use of serial or parallel printers for proofreading braille on paper. He brought samples of print "dots" made from asterisks, letter O's, squares, etc., depending on the capability of the printer in use. Some people also proof using the regular ASCII text. Single letters appear as alphabetical letters and the contractions appear as punctuation or other characters from the computer keyboard. Print dots that look professional, with large dots and smaller, placement dots can be printed only from Qume or Diablo printers that can use a special Greek/math printwheel containing those dots on the printwheel. Many transcribers are using other printers, however, for their own proofreading purposes, as demonstrated in Ken's samples.

Bettye then went through the steps by which transcribers can create files containing only certain pages which they wish to have embossed after receiving a proofreaders report and making corrections. One or more pages can be output (using the "O" command) to a new file on a new disk. When another page from that same volume or another volume is output to the same file on

the new disk, the program will offer the transcriber three choices, one of which enables that page to be added to the file. As many as 20 pages can be combined in that new file, and because each page will have its own page number, the

LITERARY BRAILLE, Workshops #403 & #503

(Leaders: Elizabeth Schrieffer and Norma Schechter, CTEVH Literary Braille Specialists; Consultants: Richard Evensen, NLS, Head, Braille Development Section; Georgia Griffith, Chairman, NBA Music Braille Committee)

Literary Braille workshops 403 and 503 were held back-to-back on Friday afternoon, with the normal break time span between.

The session began with handouts of resource lists and tips for transcribers, giving ideas for both increased efficiency and transcribing ease. Interesting and useful hints and aids were shared or displayed. Sources for obtaining some of them were also given where appropriate.

Available for purchase were two publications published and/or printed by Beach Cities Braille Guild; TIPS FOR TRANSCRIBERS and BRAILLE TRANSCRIBERS WORKBOOK to accompany Krebs Lessons in Braille Transcribing.

Both Richard Evenson and Georgia Griffin had helpful information for the group. Mr. Evenson

pages can easily be inserted into the volumes in the proper places after they have been embossed. Other commands were explained in answering questions from the audience.

gave some of the corrections to the new NLS Drillbook that accompanies the NLS Manual. He announced that an errata would be forthcoming very soon.

The usual sheet of problem sentences was examined by participants and points debated on many of the sentences.

Richard Evenson remarked that during the past year there was a very high percentage of failures on the trial manuscripts submitted. Many reasons for this high number were discussed as possibilities, but no one cause could be identified.

Most participants agreed that it was helpful to have two sessions of Literary Braille, but there was disagreement as to whether or not they should be continuing or repeat sessions.

GETTING MORE OUT OF YOUR APPLE, Workshop #410

(Leader: Deanne Doorlag, Teacher of Visually Impaired, San Diego Unified School District; Panelists: David Holladay, President, Raised Dot Computing; Gayle Brugler, Marketing Support Manager, Telesensory Systems, Inc.; Nicole Bissett, Eleventh Grade Student, San Diego Unified School District)

Deanne Doorlag introduced the panelists and presented an overview of the workshop objectives. She briefly sketched the experiences in San Diego Unified School District in the past six years, the success, (and a few problems) in developing skills in using the microcomputer technology.

Gayle Brugler described the role of Telesensory Systems in developing today's computer technology. First, Telesensory provided the technology to develop the VersaBraille systems, updating the original VersaBraille with the VersaBraille-2. The second aspect of Telesensory System's role is that of providing support services to users of the instruments. This is provided in manuals to accompany the products, publications such as "Cross Talk" and monthly newsletters for users of the VersaBraille-2 providing information on interface of equipment and new ideas concerning use of the equipment.

Nicole Bissett, who has used a VersaBraille in the classroom and at home for over six years, told of the advantages of this system of braille (and print) production. The VersaBraille is much quieter in the classroom, and the ease of editing her work is a great asset. She also is able to use the Apple Computer to translate her work into print copy for her teachers to review. She uses the microcomputer equipment in English and History classes, and sometimes in her Drama class. This equipment also makes it possible to cope with a "time factor" when assignments are received shortly before the work is due. Nicole, when asked to use the one word best describing her feeling about using this equipment responded with the word, "convenient."

David Holladay described his experiences in developing the software package, "Braille-Edit". He feels that using the Apple Computer, the

Braille-Edit Program, the Echo-2 Voice Synthesizer, and a printer is a much less complicated and less costly method of producing material. He feels that the Apple and Echo-2 are easy access tools and far less costly than the VersaBraille. The Raised Dot Computing Company provides support services for its software users in instruction manuals and newsletters.

Questions after the presentations included the following:

Q. When is the cost of VersaBraille going to make them more affordable?

A. (Gayle Brugler) Products have to be produced in much larger quantities for costs to come down. Telesensory is working on ways to reduce the cost of the systems such as eliminating the need of purchasing a Visual Display with the VersaBraille-2, and employing instead a very small and inexpensive computer with a visual display.

Q. How long did it take you to learn to use the VersaBraille, and can you project the availability of this type of equipment at the college level? What equipment do you have at home?

A. (Nicole Bissett) It took about six months (20 minute sessions, five days/week) to learn to use the VersaBraille. (Investigations show that the community college she's planning to attend has some of the same equipment. She takes the VersaBraille home every day to prepare her homework, then runs the work off on the Apple Computer available at school.)

Q. How can small school districts afford

to spend the money to purchase this equipment when the following year they may have no need for it?

A. (C. Robert Calhoun, Administrator, San Diego U.S.D.) The materials purchased with low incidence funding actually belong to the State of California and can be reassigned by the Sacramento office according to the needs of various districts.

It was also mentioned that the Braille Institute will provide some subsidy funding for individuals in Southern California needing the equipment.

Q. Can Telesensory Systems provide information on funding?

A. (Gayle Brugler) Contact the area representative who may have information on funding assistance.

Q. What are your feelings about on-site copying of software?

A. (David Hollaway) The Raised Dot Company, while definitely not enthusiastic about the practice, recognizes the complexity of securing multiple site licenses. They are, therefore, developing a "School Pack" which provides multiple copies at a lower cost than when purchased individually.

Q. Did San Diego Unified School District research funding resources?

A. (Deanne Doorlag) Contact Sue Reilly, Supervising Braille Typist, S.D.U.S.D., for that information.

FUNCTIONAL CURRICULUM FOR VH/MH: WHAT TO DO AND HOW TO DO IT, Workshop #505 (Leaders: Anne Roeth and Sandy Rodriguez, VH/MH Teachers, Los Angeles Unified School District)

At last year's CTEVH Conference, Dr. Mary Falvey presented a thought provoking workshop on the theory behind and importance of implementing a functional curriculum. She challenged us as educators of the visually impaired to re-examine our curriculum and its functionality. That workshop as well as valuable additional assistance from Dr. Falvey and Katie Bishop helped us focus our previously fragmented efforts to restructure our program and make it more functional.

At this workshop, we discussed two processes:

1. The process of developing a functional curriculum.
2. The process of implementing this curriculum for MH/VH students in both self-contained classroom and itinerant situations.

THE PROCESS OF DEVELOPING A FUNCTIONAL CURRICULUM

The functional approach to curriculum development has as its basis that a student is taught a concept because of its functional skill and that its application may be required in a natural domestic, vocational, or community environment. Integrated throughout this curriculum theory are the following intrinsic components.

The philosophy of chronological age-appropriateness. Too often a developmental level is determined for multiply handicapped students and education becomes fixated at that number. Teaching MH students to participate in chronological age-appropriate activities is a matter of sensitivity, a means of preserving dignity and self-worth.

The use of natural environments and natural cues and corrections. Multiply handicapped students do not tend to generalize skills from an artificial teaching situation to the natural environment in which that skill is necessary. The use of natural cues and corrections, natural environments enhances the acquisition of skills and responses, and addresses this issue of generalization.

The use of individual adaptations as necessary to ensure full or partial participation. Adaptations may be as simple as task analysis or more sophisticated mechanical appliances. Their function is to assist a student in performing skills at a maximum level of independence.

Interaction of multiply handicapped students with non-handicapped peers. The intent of this curriculum theory is to facilitate the acquisition of skills necessary to function in a variety of natural environments, which involves interaction with non-handicapped individuals. This and the issue of chronological age-appropriateness dictate providing opportunities for interaction with non-handicapped peers within natural environments throughout a student's lifetime.

The functional skills curriculum theory and these philosophical components provide a process or framework within which to assess a student's functioning, develop curricula, and prioritize target skills. There are six steps involved in this process.

DELINEATE CURRICULAR DOMAINS

Literature discussing the functional skills curriculum theory describes four domains - the domestic domain, recreation/leisure domain, vocational

domain, and community functioning domain. Running throughout each of these domains are the more traditional skill areas that special educators are familiar with (such as, fine motor, communicative behavior, social interaction, gross motor, functional academics . . .) Skills within these more traditional areas are necessary for a student's successful participation in activities within the four domains. Organizing curriculum into these four domains serves to put what might otherwise be splinter skills into a functional perspective. In the course of the workshop, description of each curricular domain was provided that combined both theoretical information and practical illustration of this point. Activities that could be conducted within an education framework were similarly discussed.

PEER INVENTORY

Chronological age-appropriateness is a vital component of this curriculum theory. To ensure its incorporation into educational programming and into functional activities within each domain, it is necessary to view activities of non-handicapped peers of multiply handicapped students. Educators need to ensure that these same activities and levels of participation can be afforded the MH/VH students. This inventory can be as casual as systematic observation or more formal interviews, checklists.

PARENT INVENTORY

Conducting the parent inventory requires three major strategies. First, it is necessary to obtain daily schedules for the student - both weekday and weekend. Second, one must obtain observational information from the family concerning the student's present level of functioning. Finally, it is necessary to prioritize parental preferences for critical functional skills to be taught in specific environments. There are several methods of conducting a parent inventory, the most ideal being a home visit. Other formats include daily notebooks, telephone contacts, formal conferences, and parent visits to the classroom. Information can be recorded on a Parent Inventory Form, which has pages for weekday and weekend schedules, current level of functioning, parent priorities and concerns.

One intent of PL 94-142 was to actively involve parents in the development of their child's educational program. Once the teacher has determined the parents' priorities, he/she is in a position to work with the parents as a team to determine age-appropriate functional activities

in which the student can participate at home, at school, and in the community.

DIS ASSESSMENTS AND INTERACTION

The fourth step in designing a functional curriculum is to gather appropriate DIS assessments. These will help determine the student's current level of functioning and to determine potential teaching strategies. Some of the possible DIS assessments to consider are: functional low vision assessment, mobility, speech and language, deaf and hard of hearing assessments, etc.

It is important not only to gather the DIS assessments but also to incorporate DIS personnel into the classroom program in natural environments. Severely handicapped students do not generalize. If a DIS staff member is working on an isolated skill in an artificial environment, that skill probably won't carry over to the natural environment for which it was intended. It is important for the classroom teacher and the DIS teacher to work together in the natural environments to help the students develop and use truly functional skills.

CONDUCT AN ECOLOGICAL INVENTORY

At this point, the educator would pull together information from the parent inventory, peer inventory, along with DIS information to determine the student's educational program. This program will consist of age-appropriate functional activities in which the student will be participating based on both parent and teacher priorities.

The Ecological Inventory is composed of a sequence of skills and behaviors necessary for participation in activities occurring in domestic, vocational, recreation/leisure, and community environments. First, one would utilize the compiled inventories to delineate the specific environments in which the student is presently and will be functioning. Next, the educator would delineate the specific age-appropriate functional activities which occur in those environments. Finally, he/she would complete a task analysis by delineating specific skills that are required for independent functioning in each activity. This basically provides IEP goals that have been determined by both the parents and the teachers.

STUDENT REPERTOIRE INVENTORY

The sixth and final step in developing a functional curriculum is to conduct a student repertoire inventory to determine the student's present level of performance for each activity. Basically, this involves gathering baseline data and determining

teaching strategies and the need for adaptations. The goal is for the student to perform a task using natural cues and consequences. However, this is not always possible at first and certain mechanical, environmental, and/or strategy adaptations must be used. Some adaptations will be gradually faded when the student can use natural cues and consequences, and others may never be faded.

At this point, the six step process has been used to develop functional curriculum and IEP goals. It has been used to delineate age-appropriate functional skills that can be taught in natural environments using natural cues and consequences.

THE PROCESS OF IMPLEMENTING THE FUNCTIONAL CURRICULUM FOR MH/VH STUDENTS IN BOTH SELF-CONTAINED CLASSROOM AND INTINERANT SITUATIONS

Although the theory of the functional approach to curriculum development has been embraced by many educators, its use has been limited due to practical considerations associated with traditional classroom and school schedules. For example, how and when does an educator gain information from a parent or guardian? How and when does an educator observe a student's functioning in other environments? How does an educator individualize instruction in community functioning activities while simultaneously providing service to those students remaining in the classroom?

A team teaching methodology was described which successfully addresses these concerns. This methodology incorporates the following components in order to provide severely handicapped blind students with chronological age-appropriate functional skills:

Self-contained classroom instruction for 1:1 and small group rehearsal and refinement of skills.

Teamed instruction according to program and student needs.

Home visits and parent involvement.

Community based training.

Structured interaction with non-handicapped peers.

The current implementation of this methodology was described. By team teaching three days per week, one teacher is able to conduct community

training activities with a small group of students while the other teacher conducts classroom activities for the larger remaining group. To ensure continuity of program, a bi-weekly schedule has been organized with a specific community training site and activity with target skills and behaviors for that two week period. Similarly, classroom activities within specific domains are planned for that same two week period. This planning and organization ensures the quality of programming, ensures that student needs are being adequately addressed, and provides opportunities to observe student progress or address concerns. Incorporated throughout this methodology are the issues of natural cues and corrections, natural environments, and interaction with non-handicapped peers or non-severely handicapped peers should opportunities to interact with non-handicapped peers on a regular, systematic basis not be available.

This has been a discussion of implementing a functional curriculum in a self-contained classroom situation. Most VH teachers find themselves serving severely handicapped, visually impaired individuals on an itinerant basis, however. Many itinerants don't have severely handicapped training and are uncertain as to what services and service delivery model would be most beneficial to the student and to the classroom teacher. Basically, the itinerant teacher can utilize a similar strategy to the one presented for developing a functional curriculum. There will be some modifications in the six step process depending upon the type of service given to the student and on the itinerant caseload.

BRaille ED-IT FOR TEACHERS, Workshop #602 (Leader: Conchita M. Gilbertson, Director, Custom Transcriptions)

An introductory explanation of BETTE, its capabilities as a word processing program versus line-oriented editing programs began the discussion. Setting up the parameters to individualize your own work station requirements by the configuration technique was demonstrated step-by-step. The Menus, of which there are four (each utilized throughout data entry and processing of the chapters) were discussed in detail. As these procedures were explained, exemplary data was displayed and processed through the menus.

The STARTING MENU is used to boot the program. Here you may also INITIALIZE additional disks, copy disks, and access the main disk which holds the other menus. The MAIN MENU is where you access the EDITOR for data entry. Some of the

There is an additional important step to this process for the itinerant teacher - that is the classroom inventory. It is necessary to determine the daily schedule, to determine the school environments in which the student is presently and will be functioning, to determine the activities which occur in those environments, and to delineate specific skills required for independent functioning in those activities.

Some examples of functional intervention strategies that itinerant teachers can work on with severely handicapped students include:

- Providing environmental adaptations to facilitate independent mobility.

- Providing vision stimulation to encourage functional use of vision.

- Providing mechanical adaptations to facilitate the development of age-appropriate domestic, recreation/leisure, vocational skills.

- Providing appropriate adaptive teaching strategies for teaching domestic, vocational, and recreation/leisure skills to a visually impaired student.

- Assisting the classroom teacher in developing appropriate mobility, social interaction, and public behavior skills in the community.

The workshop concluded with a brief question and answer period and distribution of handouts.

other options in this menu are PRINT OR OUTPUT, GRADE TWO TRANSLATOR, BACK FROM GRADE TWO, TO AND FROM VERSABRAILLE and the gateway to the remaining two menus. The SECOND MENU unfolds the GLOBAL REPLACE option which stores the various TRANSFORMATION chapters used in processing the original input. The PAGE MENU works to rearrange data by manipulating computer pages within a chapter or between chapters. With two monitors available, the participants were able to watch each step-by-step action and reaction when working with BRAILLE-EDIT, BETTE.

The topics covered included Transformation Chapters used in processing files, typed input versus braille input procedures, how to use the

screen to proof, and the Translator capabilities.

The importance of the ASCII symbols as computer braille was demonstrated. By familiarization with this symbology, a non-brailist is able to proof the resultant braille translation obtained from the typed input.

A thorough understanding of the format styles available and which to choose reinforced the need

of a brailist knowledgeable in braille techniques to pre-structure and edit typed input assignments.

Teachers of the visually impaired, by utilizing BETTE may prepare embossed assignments with greater ease. The choice of output, such as a conventional embossment or cassette suitable for VersaBraille, is limited only by the file processing procedures and configurations which the user assigns.

APH MATERIALS FOR DEVELOPMENT PROJECTS FOR YOUNG VISUALLY IMPAIRED AND MULTI-HANDICAPPED STUDENTS, Workshop #609

(Leader: Sheri Moore, Consultant, Department of Educational Research, American Printing House for the Blind; Panelists: Shirley Williamson Kirk, Teacher, Infant Stimulation and Preschool Services, Los Angeles Unified School District; Leo Kennedy, Teacher of Multi-Handicapped, Camarillo State Hospital; Jan Walker, Coordinator, Out-Reach Program, Blind Children's Learning Center, Santa Ana)

The purpose of this workshop was to apprise participants of APH's research and development efforts of educational materials for early childhood and multihandicapped visually impaired students. Further, panelists addressed potential applications of these materials for the populations of children with whom they work. Recently available materials as well as those in the development stages were displayed and discussed.

A number of newly developed items were presented for visually impaired infants, their teachers, and parents. BEGINNINGS: A Practical Guide for Parents and Teachers of Visually Impaired Babies is a magazine-sized 71 page book serving as a handbook for parents and a reference tool for teachers. Help for parents in maintaining a positive attitude, in making the most of the environment, and in working with doctors and others is provided. Advice on educational options and from parents "who have been there" is also presented. A companion slide-cassette program, "Playing the Crucial Role in Your Child's Development," capsulates the information presented in Beginnings. This slide-cassette presentation features original music by Jose Feliciano and is available in both English and Spanish. Over 200 consumers participated in the development and evaluation of these timely materials. Included were parents, educators, and medical professionals involved in a variety of educational settings. Ordering information follows:

Playing the Crucial Role in Your Child's Development (slide-cassette program) 1-08340. Spanish supplement, 1-08350.

BEGINNINGS: A Practical Guide for Parents and Teachers of Visually Impaired Babies (print handbook) 7-11710.

Two recently available materials for developing increased visual functioning were presented. The Bright Sights: Learning to See kit contains fluorescent materials for use in a black light environment. These materials, utilizing an array of high-contrast and motivating items, are designed to elicit visual interest, attending, localizing, and visual-perceptual/visual discrimination skills. All materials are brightly colored and graded into two levels: sensory and perceptual. A summary of field evaluation data was presented, including the marked increase in visual responses to fluorescent materials. Catalog numbers follow:

Bright Sights: Learning to See	1-08130
Sensory Level	1-08140
Perceptual Level	1-08150
Flicker Light	1-08160
Black Light	1-08170
Guidebook	7-17710

A second new product to assist in developing visual skills was presented—the Light Box and Level II materials. The Level II materials were designed for and evaluated with visually handicapped students functioning from three to five years of age. These materials are intended to teach matching and identification of concrete and pictured shapes and objects as well as develop more complex visual-perceptual skills involving part-whole relationships, sequencing, pattern duplication, spatial relationships, and visual memory. Teachers using the Level II materials and Light Box during field testing evaluated every student's interest in the tasks as "greater than his/her usual interest in vision training activities." Ninety-two percent of students using the materials attended longer to Light Box tasks than similar tasks performed with other materials. A comparison of students exposed to the materials for an eight-week period

and those not exposed revealed a statistically significant improvement in visual functioning following use of the Level II kit. Order information follows:

Light Box	1-08130
Light Box Materials: Level I	1-08670
Light Box Materials: Level II	1-08680

Several other items in the developmental stages were presented. Among these were the Talking Apple Literacy Kit (TALK): IIe Edition designed for use in classes where students are receiving their first introduction to the Apple IIe and Echo Speech Synthesizer. The kit includes a speaking version of Apple Presents Apple which introduces the keyboard and some of the features of the IIe in a positive and easy tutorial style. The basics of Echo commands and TEXTALKER review commands are included.

A second disk, Talking Writer, contains an introduction to word processing. The program prints large type to the screen (regular print to a printer) and announces keystrokes and written words with synthetic speech. Another program on this disk, "Typing Game," provides drill and practice in keyboarding skills using an arcade game format. Additional items in this kit are an actual size, plastic model of the Apple IIe.

keyboard labeled in braille; a braille reference card on the IIe start-up procedure; a collection of computer parts for tactual inspection, such as a vacuum tube, transistor, microchip, floppy disk, punch card, etc.; and braille reference cards on computer braille and Talking Writer rules. The teacher's manual includes a curriculum plan as well as the software documentation. A Student Version of the TALK materials will also be available which will include only the two disks, keyboard model, and braille reference sheets. TALK is expected to be available July 1, 1986. Catalog numbers follow:

TALK Teacher's kit	1-08780
TALK Student's kit	1-08790

Several teachers served as panelists to the workshop presentation. These teachers included Shirley Kirk, Los Angeles Unified School District; Leo Kennedy, Camarillo State Hospital; and Jan Woller, Los Angeles Blind Children's Learning Center. Each teacher served as a reactor to the materials presented and commented on potential application to various populations of visually impaired students. The teacher panelists were well received by the audience and added an important and exciting dimension to the workshop.

AN OVERVIEW OF COMPUTER-ASSISTED TRANSCRIPTION, Workshop #702

(Leaders: Diann and Ken Smith, CTEVH Computer-Assisted Braille Co-Specialists, Northern California; Panelist: Claudia Nichols, President)

Software (programs), hardware (computers), output (CompuBraille) and a chance for "hands on" opportunity to try out all of the systems were presented at this workshop.

The phrase "computer braille" was put into perspective by the more descriptive terms:

Computer Generated or Translated Braille which refers to a sophisticated software program which enables a typist to enter text on the computer keyboard in the conventional manner. The resulting transcription is of good quality, but it is not generally adequate for text involving format complications.

Computer Braille Notation is a code by which textbooks concerning the teaching of computer use are transcribed - similar to math or music codes.

Electronic Braille refers to paperless braille devices, such as the VersaBraille, etc.

Computer-Assisted Transcription uses the computer as a word processing device. The transcriber enters the braille in any code exactly as on a Perkins using six computer keys and the space bar only. The primary advantage is that you can make modifications without having to re-braille otherwise correct text. Additional advantages are almost instant ability to center, delete, set tabs, and many more time savers.

The storage space for disks compared to paper masters is a fraction; backup copies of masters take less than two minutes to duplicate at a cost of less than \$2. (Remember the '83 fire in Los Altos?? - a faulty sprinkler system or flood could do the same damage to paper masters). One person noted the value of computer backup disks after having lost two volumes of paper masters in the mail.

Advantages to the braille readers are the use of paper copy - almost always the preferred reading medium, and no more fuzzy erasures pop up as

would happen with thermoforming. Because paper is far cheaper than plastic copies, the overall cost to produce books may, one hopes, eventually be reduced as more masters are on disk.

Information was given on the various types and prices of computers which work with each of the programs and some information in general on the "care and feeding" of disks and computers. A number of questions came from the group regarding the compatibility of the various computers and programs. Unfortunately, they rarely speak to one another without expensive and involved equipment. Another question which was asked is why an identical disk could not be taken home by a teacher and used on her Commodore, even though the data on it was produced on an Apple computer at school. While the disks are physically the same, each computer records data on the disk in a code known only to that type of computer.

Each software program has certain advantages:

TABICAT rates highest for affordable cost and portability of the Commodore 64. (An educator spoke highly of its use for carrying about to schools for low vision students.) It is easy to learn, uses function keys for commands, and displays 25 lines on the screen.

ED-IT, using the Apple series of computers is a very powerful word editing program, displaying 23 lines on screen. Apple computers are widely used in all the school systems. This program was the "Daddy" which started the whole thing.

MICRO-BRAILLE for IBM and compatibles has the advantage of function keys for commands, automatic running head and

page numbering. It is easy to learn and displays 25 lines on the screen.

Various programs are available from Raised Dot Computing and should be considered when working in school districts or in conjunction with visually impaired users. The BEX program produces large type and BRAILLE EDIT users can upgrade to BEX for only \$75, but must do so before 30-June-1986.

Claudia Nichols gave the background of the establishment of CompuBraille and had copies of the order forms as well as suggestions for the optimum ways of preparing disks for embossing. Those of us who have already taken advantage of this service were lavish in our praise of the quality of the embossed texts and the speed with which the embossing was completed.

A pertinent question arose from the floor which needs consideration: Is it necessary for state or federal agencies to provide manual writers for persons who have computers? Our response was a definite yes, both as a backup system and for many who conduct correspondence on various issues, and find the turn-around embossing time a problem. Another question was whether the "Free Matter for the Blind" applies to the printed forms for the embossing of data from disks. Any lawyers out there?

Questions also arose about Simulated Braille.

It was stressed that ALL the available programs perform very well. You may save a few seconds per page depending on your need for a particular feature on one program, but 98% of the time you save will be the elimination of having to re-transcribe entire pages for one mistake.

EXECUTIVE BOARD 1986-87

President: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Vice-President: C. ROBERT CALHOUN 3401 Clairemont Dr., San Diego, 92117
Secretary: LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS	152 Hamilton Ct., Los Altos 94022
ROBERT ELFORD	4097 39th Ave., Oakland 94619
JIM FISHER	760 E. Robinwood, Fresno 93710
LIL GARDNER	7046 Park Manor Ave., North Hollywood 91605
LAVON JOHNSON	4719 Crestwood Way, Sacramento 95822
ROSE KELBER	538 W. El Morado Ct., Ontario 91762
ANN KELT	514 Freya Way, Pleasant Hill 94523
JOAN S. LEVY	339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON	3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON	3200 Forbes Avenue, Santa Clara 95054
FRANK RYAN	415 So. Oakland #8, Pasadena 91101
MARIAN WICKHAM	1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE	2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR	(ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR	(ex officio) 721 Capitol Mall, Sacramento 95814
ROBERT DODGE	(ex officio) 65 Linaria Way, Menlo Park 94025

CTEVH SPECIALISTS

* BRAILLE *

Computer Assisted:	SUE REILLY	(619) 274-9822
(South)	3401 Clairemont Dr., San Diego 92117	
(North)	DIANN & KEN SMITH	(415) 968-7595
Computer Notation	1900 Orange Tree Lane, Mountain View 94040	
	ELINOR SAVAGE	(619) 328-8003
	350 Andorra Way, Cathedral City 92234	
Literary:	NORMA L. SCHECTER	(714) 536-9666
	8432 Northport Dr., Huntington Beach 92646	
	ELIZABETH SCHRIEFER	(916) 486-9242
	751 El Encino Ave., Sacramento 95864	
Mathematics	JOYCE VAN TUYL	(206) 282-8358
	3520 28th Ave., West, #402, Seattle, WA 98199	
Tactile Illustration:	JANE CORCORAN	(415) 851-2122
	400 Old La Honda Rd., Woodside 94062	
Textbook Format:	BILLIE ANNA ZIEKE	(714) 776-6754
	2115 W. Judith Lane, Anaheim 92804	

* COMPUTER TECHNOLOGY *

FRANCIS DANIELS (213) 663-1111
741 N. Vermont, Los Angeles 90029

* LARGE TYPE AND ENLARGED DRAWING *

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015
SUE REILLY - COMPUTER ASSISTED (619) 274-9822

* RECORDING *

LESLIE BURKHARDT (213) 663-1111
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Membership: LIL GARDNER

Historian: MAUREEN REARDON

CTEVH LIFE MEMBERS

Jean Alexander
Susan Bernay
Laura V. Bosworth
Jane Corcoran
Anna May Cronin
Maxine Dorf
Paul Furnas
Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood
Lavon Johnson
Russell M. Kirbey

Rose Kelber
Blossom Kerman
Bernard M. Krebs
Bettye Krolick
Lynne M. Laird
Mabelle McMahon
Diane Meyer
Leah Morris
Miriam Nelson
Evelyn Olgiati
Estelle Palm
Lila Queen

Mrs. Chas. D. Redfield
Anthony T. Rossi
Barbara Blatt Rubin
Norma L. Schecter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Fred L. Sinclair
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS
1984-86 ROBERT DODGE

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN & KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

SPECIAL RECOGNITION

1985 BOB DASTEEL
DISTINGUISHED MEMBER
1984 FRED L. SINCLAIR

CTEVH CERTIFICATES OF APPRECIATION

1974 VOLUNTEERS OF VACAVILLE
BRAILLE INSTITUTE OF AMERICA
1975 ESTHER FOX
MARIE ERICH
1976 NORMA L. SCHECTER
1977 BOB DASTEEL
DONN SPENCER
1978 MARY DEGARMO
BETTY BRUDNO
EVELYN OLGATI
1979 RUTH S. LOWY
1980 ETHEL SCHUMAN
DIANE MEYER
1981 CARL LAPPIN
1982 BARBARA BLATT RUBIN
BILL BRIGGS
MICHAEL LANDON
1983 AIKIN CONNOR
CAROLYN "CHRIS" MACKEY
1984 BERNARD M. KREBS
JANE O'CONNOR VERHAGE
1985 SYLVIA CASSELL
ELIZABETH C. SMITH
1986 SALLY MANGOLD
ELIZABETH SCHRIEFER
JOYCE VAN TUYL

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Annual Dues: \$8.00 (U.S. Funds) New ☐ Renewal ☐ Life Membership (\$150) ☐
Katie N. Sibert Memorial Scholarship Fund ☐ \$ _____. Make check payable to CTEVH.

NAME _____

ADDRESS _____

(street)

(city)

(state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one): a transcriber, an educator, or other (specify) _____

If visually handicapped, do you want CTEVH publications in braille? ___ on tape? ___

CTEVH MEMBERSHIP CHAIRPERSON
LILLIAN S. GARDNER
741 N. VERMONT AVE.
LOS ANGELES, CA 90029

California Transcribers and Educators
of the Visually Handicapped, Inc.
THE CALIFORNIA TRANSCRIBER
741 North Vermont Avenue
Los Angeles, California 90029

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit 42627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

THE

CALIFORNIA

TRANScriBER

SPRING 1987



The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC

H O N O R S

LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

ALLISON EHRESMAN, Sacramento Braille Transcribers
BARBARA RUDIN, Sacramento Braille Transcribers
FRIDA TINDALL, Sacramento Braille Transcribers

(FROM UPDATE)

VIOLA VON BERGEN, Sausalito
JOYCE JOHNSON, Riverside

BRAILLE MATHEMATICS

ESTELLE PALM, Burbank

COMMUNITY RECOGNITION

Berkeley-West Contra Costa Chapter, American Red Cross, awarded: 20-year pin to **RUTH HANSEN**, Braillist and Bindery Worker, 10-year pin to **WILLIAM DALE**, Bindery Worker.

LILLIAN GARDNER (San Fernando Valley Braille Transcribers Guild) honored at Women Conference of the Jewish Federation Council of San Fernando Valley luncheon; nominated by her chapter of Pioneer Women for her many civic works.



THE CALIFORNIA TRANSCRIBER

The official publication of
THE CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

SPRING 1987

VOL. XXXI, NO. 1

INSIDE STORY

PRESIDENT'S MESSAGE	3
NOMINATIONS FOR BOARD	3
GIFTS AND TRIBUTES	4
GEORGIA GRIFFITH DAY	4
PRESENTING CONFERENCE XXVIII	5
CTEVH FINANCIAL STATEMENT	6

GENERALLY SPEAKING

RICHARD H. EVENSON	7
ENCHANTED HILLS SCHEDULE	7
MICRO BRAILLING	8
AER COMPLIANCE COMMITTEE SURVEY	9

Lou Ella & Norma Blessum

FOREIGN AFFAIRS

BRAILLE IN SOUTH AFRICA	10
-------------------------	----

Connie Aucamp

NEWS OF GROUPS

GROUP ACTIVITIES	13
NEW OFFICERS	14
INTERESTING TRANSCRIPTIONS	14
BRAILLE TRANSCRIBING CLASSES	15

Julie Cormier, Assoc. Editor, TCT

OUR SPECIALISTS SAY

WATCH YOUR LANGUAGE

Ken 'Yü Præn-'nóun(t)s this?

REVIEW OF THE VERSAPOINT EMBOSSE

LITERARY BRAILLE POTPOURRI

COMPUTER BRAILLE CODE

LARGE TYPE

Joyce Van Tuyl

Leslie Burkhardt

Diann & Ken Smith

Norma L. Schecter

Elinor Savage

Marian Wickham

16

19

20

21

24

25

SACRAMENTO FILE

NEWS FROM CDHS

CAPITOL CORNER

Fred L. Sinclair

Staff, State Dept. of Education

26

27

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: DOROTHY JOE

BRAILLE TRANSCRIPTION: DORIS PONTAC

[Embossing by CompuBraille, Inc.]

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

MAILING: BILL BRIGGS, DON WHITE

EDITORIAL BOARD: BARBARA BLATT RUBIN, ELIZABETH SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1987 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR

CTEVH PUBLICATIONS

721 CAPITOL MALL

SACRAMENTO, CA 95814

INSIDE STORY



PRESIDENT'S MESSAGE

Conference time has come again! Each year the program looks more fascinating than the year before. And it is always the case that each session contains more than one workshop one wants to attend. Congratulations to the Chair, Daphne Kester and her Conference committee.

We have exciting news regarding next year's conference. Our 1988 conference in Southern California will be combined with an NBA Regional Meeting. It will be the first time since 1973 that we have had a combined meeting with NBA and we are all looking forward to it. It seems particularly appropriate that Bettye Krolick, who is a life member of both organizations, will be NBA president at the time.

The CTEVH Computer Loan program is highly successful. Jacquie Walker, of the Sequoia Transcribers, assembles quarterly reports from the braillists who have CTEVH computers. So far, over 24,000 pages of braille have been produced. Almost as exciting as the quantity of production are the letters from the braillists saying such things as "I'm having a BALL!" "I love braille on the computer!" and "Why didn't they come up with this 20 years ago!!" If you have not tried computer-assisted braille, please consider it.

CTEVH sponsored a class for Apple-users last summer. If you feel that you would be interested in a computer-assisted braille class let a Board member know. We can't promise that there will be one, but if we get enough requests we will certainly try to arrange one. In the meantime, we have classes and workshops for all three current transcribing programs at our conference.

Jane Corcoran
President, CTEVH



NOMINATIONS FOR BOARD

The Nominating Committee has reported its nominations for the upcoming election of new Board members. Each year, five Board members are elected to three year terms. At Conference, the Nominating Committee will present its "slate" along with any other nominations that come in from the membership of CTEVH.

Those nominated are: Rose Kelber (second term), Carol Morrison (second term), Marian Wickham (second term), Lynne Laird (first term), and Sue Reilly (first term). The two nominees for a first term will maintain the current balance on the Board of ten transcribers and five educators, with seven from Southern California and eight from North state.

GIFTS AND TRIBUTES

Contributions to the Katie N. Sibert Memorial Fund have been received from:

Tora Bourgeois
Braille Transcribers, Sacramento North Area (In memory of Mrs. Betty Guess)
Donna Coffee
Aikin Connor (In honor of CTEVH Specialists)
Billie Lou Dunlap-Easter
Robert Elford
Lil Gardner (In memory of Carl Lappin)
Leah R. Kanewaga

Carolyn Lofrano
Leah Morris
John P. O'Looney
Doris Pontac (In memory of Jo McKenzie)
Catherine Rothhaupt
San Gabriel Valley Braille Guild (In memory of Zetta Pulver)
Norma Schecter (In memory of Carl Lappin)
Mrs. M. J. Schurek
Richard L. Simonton
Joyce Van Tuyl (In memory of Carl Lappin)

CONTRIBUTIONS TO THE CTEVH GIFTS AND TRIBUTES FUND

will be used to improve services to the visually impaired.
Make checks payable to CTEVH and mail them to:

CTEVH GIFTS AND TRIBUTES
152 HAMILTON CT.
LOS ALTOS, CA 94022

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT MEMORIAL SCHOLARSHIP FUND

— ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE

GEORGIA GRIFFITH DAY

Well-wishers gathered around Georgia Griffith at a reception last night capping "Georgia Griffith Day" in Lancaster. The reception was arranged by Lancaster Quota Club, which also spearheaded a community drive to purchase a Braille printer to assist her with her work. She serves as the country's only proofreader of Braille music for the Library of Congress. Griffith, who volunteers her time in addition to her paid work for the Library of Congress, is proofreading the Beethoven

symphonies for the National Braille Association. At the reception, Mayor Ed Rutherford read a proclamation declaring her an "outstanding citizen," and presented her with a Braille copy. In her response to the tributes, Griffith noted, "I couldn't have done any of this without the help of friends."

Excerpt from the Lancaster Eagle-Gazette.
Lancaster, Ohio, Friday, January 16, 1987.
Vol. 179, No. 13.

PRESENTING CONFERENCE XXVIII

Conference time is HERE and the conference committee is extending a welcome to you.

Claudia Nichols, Sandy Shubb, and their co-workers will be at the Registration Desk starting at 4 p.m. on Wednesday, March 18 with your pre-registration packets. Sample menus will be available near the conference registration desk. Afterwards you could enjoy a dinner at either John Q's (top of the Holiday Inn) or one of the restaurants in Old Sacramento.

Workshop chairs Dorothy Johnson, Anna Lee Braunstein, Ernestine Russell, and Martha Pamperin have arranged for 62 workshops that will enable you to "capitol-eyes on experiences" during the following three days.

Assisting them will be Dave Uslan, Stuart Holmann, and Ken Funk who are responsible for securing and setting up all the equipment for each workshop. Many of the workshops will be taped by a commercial company and will be available for purchase.

Commercial vendors and nonprofit organizations will have exhibits in the California Room. Ron Burke, exhibits chair, has also arranged for product presentations.

When you need to relax, visit the hospitality room in the Capitol Plaza Suite for cookies, coffee, and conversation with members of the local transcribing groups and Betty Schriefer and Cathy Rothhaupt (hospitality co-chairs).

Evening programs have been arranged by Fred Sinclair, program chair. He has secured some outstanding talent for the President's Reception and the banquet.

Robert Thomason, pianist at the Clarion Hotel in Sacramento, will provide background music for the President's Reception. Born in Arkansas, he traveled to California with his parents at an early age. He attended the California School for the Blind in Berkeley where he received intensive instruction in music and piano. Bob became a popular pianist throughout the San Francisco Bay area as a nightclub accompanist

and soloist. Bob joins the rank of the volunteer with his contribution to our President's Reception.

Donna Bruno, mezzo-soprano, will sing Cole Porter songs and operatic arias at the banquet. She has performed with the San Francisco Opera since her debut as Siegrun in DIE WALKUERE in 1983. Other roles since then include Suzuki in MADAME BUTTERFLY and Mercedes in CARMEN. Last summer she sang three roles in the Des Moines Metro Opera. In addition to opera she has made solo appearances at the San Francisco Symphony, Vallejo Symphony, and Marin Symphony. Recently she appeared as Valencienne in the Sacramento Opera Association production of THE MERRY WIDOW and as a soloist with the Sacramento Symphony and Sacramento Chorus in "An Evening with Cole Porter". Donna also is contributing to our Conference (as so many are) without charge. Scott Gilmore, who soon will be joining the staff of the Australian Opera in Sidney, will be her accompanist.

Richard "Rick" Simpson, Principal Consultant for the Assembly Subcommittee on Educational Reform, will be a featured speaker at the Saturday Brunch and General Session. A specialist in school finance, Rick received the baccalaureate degree in economics from University of California Santa Cruz and a master's degree from University of California Berkeley Graduate School of Public Policy. Prior to his present post with the Assembly, Rick spent more than six years on the staff of the Senate office of research as an education specialist.

Your hosts for the Conference are members of the Sacramento Braille Transcribers, Inc., Braille Transcribers, Sacramento North Area, and CompuBraille, Inc. All the Conference hotel arrangements have been made by co-chairs Lavon Johnson and Barbara Childs.

Do come and enjoy the Conference with us. Meet the committee members and hosts. Let us know YOU for it takes YOU to make our Conference a complete success. See you soon.

Daphne Kester, Chair
CTEVH Conference XXVIII

**CALIFORNIA TRANSCRIBERS AND EDUCATORS
OF THE VISUALLY HANDICAPPED
FINANCIAL STATEMENT AS OF DECEMBER 31, 1986**

Cash on Hand - January 1, 1986

\$ 44,062.12

RECEIPTS

Membership Dues	\$9,874.00	
Gifts & Tributes	100.00	
Interest	4,256.39	
Life Memberships	750.00	
Conference: 1986	19,529.87	
Conference: 1987	100.00	
Katie Sibert Memorial Fund	1,311.50	
Krebs Instructional Manual & Guide	3,127.50	
Computer Grants	<u>17,250.00</u>	<u>\$ 56,299.26</u>
		\$ 100,361.38

DISBURSEMENTS

Awards	42.40	
Audit & Tax Preparation	300.00	
Taxes	10.00	
The California Transcriber	4,619.03	
TCT Mailing Expense	623.26	
Conference: 1986	11,693.61	
Conference: 1987	726.10	
President	68.08	
Secretary	301.53	
Treasurer	194.76	
Membership	861.40	
Board of Directors	2,277.93	
Life Membership	18.00	
Specialists	122.05	
Special Service Projects	26,975.82	

Katie Sibert Scholarship	\$ 500.00	
Vacaville	600.00	
Grant Project	18,632.93	
CTEVH	352.44	
Grants	18,280.49	

Access	728.46	
J.A.C	50.00	
CompuBraille	5,865.95	
LIDAC	100.00	
Computer Training	488.04	
Transcribers' Directory	10.44	
		<u>\$ 48,833.97</u>
		\$ 51,527.41

Cash Reconciliation: Calif. Federal S/L, Visalia, CA

Checking Account: 040-5011110, Tiered, 5.8%	\$ 8,712.09	
Money Market: 8/3/87 40-0023160, 6.9%	18,469.59	
Life Membership 40-0023663, 5.5%	672.28	
Life Membership 8/3/87 40-023161, 6.8%	6,934.42	
T-Bill 6/27/87 40-23033, 7.4%	10,050.00	
Katie Sibert Memorial 40-23035, 6.5%	1,503.69	
Katie Sibert Scholarship 7/3/87 40-26650, 7.3%	<u>5,185.34</u>	

Donna Coffee
CTEVH TREASURER

Generally Speaking

RICHARD H. EVENSEN

Richard Evensen and his wife Lorraine were fatally injured on January 12, when they were struck by a car while crossing a street near their home. Mr. Evensen's guide dog, Kelly, was also killed in the accident.

Since 1984, Mr. Evensen has been head of the Braille Development Section at the National Library of Congress. The section is responsible for training courses and certification of sighted volunteers in transcription of literary, mathematics, and music braille courses for blind individuals in braille proofreading. He was a past chairman of the Braille Authority of North America and a leading authority in the United States on braille codes.

Prior to his service at the Library of Congress, (begun in 1973) Mr. Evensen was employed in the Boston area, where he worked for a research and development firm and as bank personnel officer.

Mr. Evensen was born in Massachusetts in 1929

and attended the Perkins School for the Blind in Watertown. He earned a bachelor's degree at Harvard, a master's degree at Boston University, a master's degree in library science from Catholic University, and had completed the coursework for a Ph.D.

In addition to his activities at NLS/BPH, Mr. Evensen was active in several area groups providing service to blind individuals. He was on the program committee of the Washington Ear, a radio reading service, and chaired the advisory committee of the Montgomery County Special Needs Library. He also sang in his church choir and recently appeared in "The Christmas Revels" at Lisner Auditorium.

Mr. Evensen will be remembered by CTEVH members for his participation in several Conferences. In 1982, his address, "New Trends in the Library Services for the Blind and Physically Handicapped" was a highlight of Conference XXIII.

THE LIGHTHOUSE FOR THE BLIND ENCHANTED HILLS CAMP SCHEDULE OF SUMMER CAMP SESSIONS

The Lighthouse for the Blind of San Francisco has established the schedule of camp sessions to be held during the summer of 1987 at Enchanted Hills Camp located near Napa, California. These sessions are specifically planned for blind and visually impaired children, adults, and families. The goal of each session is to encourage independence and self-reliance.

The 310 acre camp has excellent recreational facilities which include: miles of hiking trails, a solar heated swimming pool, a small lake for boating and fishing, an archery area, athletic field, saddle horses for riding, and more. In addition to sleeping accommodations for approximately 150 people, space is available for music, drama, arts and crafts activities, and discussions. The camp has a reputation for excellent meals.

Campers are assisted by a carefully chosen staff

of volunteer and paid counselors. Approximately one third of the counselors come through Camp America. This gives an international dimension and enriches the experience. All volunteers and paid staff receive extensive training on blindness and the program at the Camp.

The fee for a twelve day session is \$600. The fee for attendance for less than 12 days is \$55 per day. The fee for family camp has not yet been established but will be considerably less than for the full 12 session. This includes room and board, all program activities, and assistance from staff as needed. If a family or an individual is unable to pay this fee, The Lighthouse will assist in helping to raise the money from local sources. If the combination of participation by the family or individual and the community does not meet the full fee, a partial campership may be available from The Lighthouse.

ENCHANTED HILLS SUMMER CAMP SCHEDULE

May 23, Saturday, through May 25, Monday
Family Camp
June 20, Saturday, through June 25, Thursday
Orientation training for volunteer and paid staff
June 27, Saturday, through July 8, Wednesday
Adult Camp
July 3, Friday, through July 5, Sunday
Family Camp
July 11, Saturday, through July 22, Wednesday
Teen Camp
July 24, Friday
Orientation training for volunteers and paid staff for Deaf-blind camp
July 25, Saturday, through August 1, Saturday
Adult Deaf-blind Camp

August 4, Tuesday, through August 15, Saturday
Pre-teen Camp
August 18, Tuesday, through August 29, Saturday
Young Adult Camp

We hope that you will find this information of interest and that you will pass it on to others. For further information or applications, contact:

Gil Johnson
Director, Client Services
The Lighthouse for the Blind and Visually Impaired
1155 Mission Street
San Francisco, CA 94103
(415) 431-1481

MICRO BRAILLING

[The Statements made in this article pertain to the Micro Braille Program, only]

The Micro Braille Program is capable of producing simulated dots in three different styles: little o's, solid dots, and solid dots with background dots.

It is important that you get the right printer to produce the dots you prefer. If you wish to print solid dots you must have Epson FX Series or a Smith-Corona D300 printer. If the printer does not have a "down loadable character set" you cannot print solid dots.

Here is a list of the printers we support and what type of dots they are capable of printing:

1. The IBM will print only the little o's.
2. The IBM Pro Printer will print only the little o's.
3. The Epson MX Series will print only the little o's.
4. The Epson FX Series will print both the little o's and solid dots.
5. The Smith-Corona D300 will print both the little o's and solid dots.

If you get the message: "Disk Media Error", this means you have a defective (bad disk) file disk. Make a note of the filename you were trying to save when you get this message. Hit ENTER to go past the error message and get back to a braille page. Take out of the drive the disk you were trying to save to and put in a new, formatted disk. While looking at the braille page, hit the F4 Function key to save the file on the new disk. After the file is saved successfully, hit the Q key to leave "MBRL" and get your files to a new

disk. NEVER keep working on a bad disk.

Be sure to Format all new or reused disks. When you get a new box of disks, go ahead and format all of them. As each one finishes, look at the message to make sure there are no "BAD TRACKS" and there are 362,864 Bytes free. Most vendors will replace the occasional bad disk free for the asking. If you get very many, your Drive may need to be serviced. "DISKCOPY" will not work right on a disk with any bad tracks or sectors.

Be sure ALWAYS to put a write-protect tab on your Source disk, when making a copy of your file disk, so you will not accidentally write over your good braille pages.

An often-asked question is: "Does it hurt to leave my computer on when I am not using it for awhile?" NO, it doesn't hurt to leave your computer on. You can leave it on all day (which I usually do). As long as you have SAVED your pages, nothing will happen to your files even if there is a power failure. This makes it easy for you to go off and do other chores and then come back and pick up where you left off. A computer doesn't take much power to run, so turning it on and off will not be seen in any appreciable decrease in your electric bill.

To erase a whole disk: just re-format the disk.

Lou Ella & Norman Blessum
Micro Braille Transcribers
955 Camino La Maida
Thousand Oaks, CA 91360
(805) 492-1003

**ASSOCIATION FOR EDUCATION AND REHABILITATION
OF THE
BLIND AND VISUALLY IMPAIRED**

AER COMPLIANCE COMMITTEE SURVEY

In order to help facilitate appropriate educational opportunities for all California visually impaired students, we need YOUR help. We need to have data that can be used to help locate existing programs for students that are primarily visually impaired, deaf-blind students and other multihandicapped visually impaired students. Such information is not currently available, for a variety of reasons, and we are seeing a trend for students to be served in programs that may not adequately meet their unique needs.

The information you provide will be used immediately, to help parents of visually impaired students locate programs for their children, to help districts understand the importance of providing appropriate programs for all visually impaired students and to provide the Legislature and State Department of Education with the kind of information necessary to make decisions that affect programs and funding.

Completed surveys can be mailed to: Jane Vogel, Compliance Chair, So. CA AER
10910 San Leon Avenue
Fountain Valley, CA 92708

Survey information will be compiled in a future newsletter. Specific information will also be available to members.

1. Check all items which pertain to your assignment.

Rural _____ Suburban _____ Urban _____ Serve 1 district only _____
Serve 2 or more districts (explain) _____
Self-contained Class _____ Special School _____ DIS _____
Resource Program on a Regular Education Campus for V.I. only _____
Itinerant (travel to more than one school) _____
Resource Program for V.I. and non V.I. students _____
V.I. Teacher _____ I & M Instructor _____ Combination V.I./O & M _____
Other (explain) _____
Service includes that of a Transcriber _____ Instructional Aide(s) _____

2. Indicate numbers of students served in categories listed below.

Direct Service _____ Consultation Only _____
Visually Impaired Only (no additional impairments) _____
Visually Impaired with other significant impairments _____
Not Visually Impaired (example: Learning Disabled) _____
Age 0-2.11 _____ Age 3-5.11 _____ Age 6-13.11 _____ Age 14-18 _____ Other _____

3. Indicate the following, if you can. This information will be especially helpful to parents.

District Name _____ Geographical Area Served _____
Name of person(s) to contact _____
Number of other V.I. teachers _____ and O & M Instructors _____ in district _____



Foreign Affairs

BRAILLE IN SOUTH AFRICA

[(The following article was written by Connie Aucamp, M.A., a braille and language teacher at the Pioneer School, Worcester, South Africa, as a paper submitted for the International Conference on English Braille held in Washington, D.C. in 1982. Connie is one of our growing number of overseas CTEVH members, recipient of a gift membership; she will be again representing South Africa at the next International Conference to be held in London next year. This article is reprinted from the June, 1986 issue of the BRAILLE MEMORANDUM, the quarterly publication of the Braille Revival League, edited by Floyd R. Cargill (formerly Chairman of BANA), 216 West Miller Street, Springfield, IL 62702. Norma L. Schecter]

During the previous century British influence penetrated deep into Southern Africa. Even in those regions that were not under British rule, British culture had a profound though sometimes subtle influence so that the emerging nations almost unquestioningly followed British examples in many educational and cultural undertakings. When the first school for the blind was founded in Worcester in the then Cape Colony (1881), the principal, although he was an immigrant from The Netherlands, patterned the Braille code on that which was currently used in Britain. This was so successful that when the Afrikaans Braille code was standardized in 1938 it followed the British code in most even minor details. Even customs in format (lay-out) were closely patterned on those of the Royal National Institute for the Blind in England. Afrikaans was thus the first sibling code which was developed in South Africa.

Other indigenous languages followed the same pattern when the need arose. After World War II, systematic attention was given to languages such as Zulu, Xhosa, Sotho and Tswana. Editing of these codes is still in progress but they have been used in schools and books have been printed for a number of years. All these codes share the basic elements that I referred to as those characterising sibling systems.

The latest code is Venda, and there are other languages in Southern African territories and countries which may require codes of their own and which will probably qualify under the definition of a sibling code.

It must be pointed out that the English Braille Code has a widespread influence in Southern Africa and that it is important to many blind people whose first language is not English.

All school-children in South Africa learn English Braille, but English is the first language (mother tongue or home language) of a minority only. English is the educational and cultural medium by means of which children and adults of all languages make contact with our common cultural heritage and it is the language that gives access to many kinds of employment. Though the children learn their mother tongue because of its inherent educational and emotional advantages, they also learn English as a second language from the very early grades in school. In many schools instruction in the first language is supplanted by English as a study medium at a very early age, though the children may also continue to have instruction in the mother tongue. Children in these schools, therefore, learn at least two Braille codes at an early age.

A few other examples of the close connection between English and the sibling code or codes may be mentioned:

1. Teachers preparing class material for Thermoforming must be able to use the mother tongue and English.
2. Several bilingual Braille magazines in which one of the languages may be English, are published.
3. The South African National Library for the Blind carries titles in English, Afrikaans, Zulu, Xhosa, Tswana, North and South Sotho.

4. Stereotypers and proofreaders in the two Braille printing houses in South Africa usually have to know at least two Braille codes so thoroughly that they can produce Braille texts in those languages.

5. Students and adults who are adventitiously blinded and whose first language is not English may find themselves at a serious disadvantage if they do not know two Braille codes.

6. To qualify for university (college) entrance a South African student has to be at least bilingual.

7. Braille code books and primers for learning Braille in some languages (e.g., Sotho/Tswana) sometimes state that when the particular code does not make provision for a given situation, current British or American publications should be consulted.

When any change, however insignificant, is officially made to the Braille code of the English-speaking world, it entails that all code books and primers in the sibling codes have to be revised. Supplements have to be issued or new editions published. Within a reasonable time school textbooks, particularly readers and grammars, have to be reprinted. Adults have to readjust to the alterations. This happened in 1967 when British Braille adopted a new way of writing fractions, introduced dot 3 as the mathematical comma and the new operation signs in mathematics. In South Africa a national conference had to be held to deliberate on these alterations but there was much reluctance to adopt the changes that affected such a minor part of the code. The fact that South Africa subsequently changed to the Metric System made it possible to introduce all these alterations at the same time in 1971.

The facts and circumstances which have been enumerated must lead to the conclusion that in some parts of the world English Braille Grades I and II are vital to the cultural, educational and vocational needs of many blind people whose first language is not English. It may also be added that funds are not always so abundant and that production time is limited. An undue proportion of time and money should not be spent on one aspect only of work for the blind.

Authorities who make decisions on Braille rules and usage are doing so not on behalf of the English-speaking world only but on behalf of many others to whom English is a second or third language.

To conclude at this theoretical point would, however, serve little purpose. Certain suggestions are therefore made but it must be pointed out that they are those of the author and that they have not been debated elsewhere.

The first recommendation to accomodate sibling codes that I wish to make is that there should be fewer firm rules governing Braille codes, more particularly, but not exclusively, Braille Grade I. It would, it seems, be advisable to follow the precedent of the capital sign in this respect. The British code states that the capital sign is not generally used but that it may be used. The Sotho/Tswana code states that the capital sign should be used throughout. The two Braille printing presses in South Africa also follow different policies with regard to the use of the capital sign—one preferring its use while the other limits it to certain publications. None of these practices is contrary to the rules. When rules are too rigid, the situation may arise where they do not allow for local circumstances. The Braille conference of 1971 referred to previously, resolved that the South African currency, the rand, should be indicated by the letter R. This, according to one interpretation, is an infringement because in Standard English Braille the letter R indicates rupees. Surely, we cannot devise a Braille code for the blind which makes it impossible to print a Braille text according to the customs of the country for which it is intended. Another example is that of the way the metric symbols are represented in Braille in South Africa. This is done to conform to inkprint usage in South Africa but it does not happen to coincide with the rules of Standard English Braille.

A further example is the rules governing the use of the capital sign and the italic sign when they occur in hyphenated words. American rules state that the double capital sign should not be repeated after the hyphen. This seems reasonable practice in English where hyphenation is infrequent and inconsistent. In Afrikaans, on the other hand, it happens that many words are written as unspaced compounds. In some hyphenated compounds the second half of the word is written with lower-case letters, e.g. "TV-man". If the American rule is applied, the reader will not know that "man" is not capitalized.

It would be possible to overcome these difficulties by making a distinction between common usage on the one hand and firm rules on the other. A set of guidelines that could facilitate decision making and ensure reasonable uniformity would be a possible solution. In the same way that a

good publishing company has its usages, the Braille authorities could provide guidelines. If they have firm rules, as is the case at present, the situation arises where Braille cannot adapt to changes in inkprint usage without incurring costs and having other implications as was previously pointed out.

Experience in South Africa has shown that Braille readers adjust readily to minor variations in these matters, provided that they are not brought up to believe that in the world of the blind there is only one correct way of doing things which are done in various ways in the world of the sighted. The South African Library circulates British as well as American books and magazines. This indicates that uniform and rigid world-wide usage is not essential.

Though it is sometimes easier for the Braille reader when inkprint is not followed too closely in matters such as the use of the italics for a change of type-style, it seems unnecessary to make firm rules about the inverted commas, brackets and the apostrophe after numbers. There seems little justification for having rules which make it impossible to produce a text that conforms to inkprint usage, unless the interests of the Braille reader are indeed served by such rules. The same holds good for lay-out (format). Why, for example, should rules for writing poetry be framed in such a way that it becomes difficult to keep up with changing inkprint customs? If it were permissible to conform to inkprint usage when this is possible, the interests of certain groups of readers such as students may be better served and the computer can be accommodated as well.

When it was pointed out above that changes to the English Braille code entail numerous adjustments in sibling codes, one could have come to the conclusion that no changes should be made at all. There is also another possibility which seems preferable in the light of the knowledge that recent research has provided. If after careful deliberation it is found that changes are advisable because

they would make Braille easier to learn and use, those changes should be made immediately and thoroughly. These changes should be scientifically justified and it is essential that the prime reasons for introducing them are that they would make Braille easier to read and easier to learn. If this course is followed the sibling codes can make the necessary adjustments to their own codes which do not have such a long tradition as English Braille. In most of these languages the number of books that are at present available in braille is still very small. This also makes it advisable to change now. These emerging codes would then have the advantage of a scientific model which will simplify the task of those who have to develop or standardize sibling codes.

South African codes, especially those that have been developed after World War II have fewer contractions than English. If a generally accepted English code that has fewer contractions which have been scientifically determined, is introduced internationally it would mean that students and adventitiously blind people could master Braille skills more easily. The time needed to teach the contractions would be shorter. Teaching time could then be used for developing the motor, perceptual and cognitive skills which are necessary for learning Braille.

One of the most important ways of making English Braille Grade II more accessible to readers whose first language is not English would be to eliminate contractions that do not have a high frequency. The beginner whose first language is not English finds contractions such as CONCEIVE, SPIRIT and CHARACTER difficult to remember. Other contractions that are difficult to remember are those which only differ from one another by the dots that precede them, such as WILL, WORK, WORD, WORLD and THE, THERE, THESE and THEIR. It may be difficult to eliminate these contractions because most of these words have higher frequencies.

News of Groups

GROUP ACTIVITIES

Recent honorees of **BERKELEY-WEST CONTRA COSTA CHAPTER, AMERICAN RED CROSS**, were given pins recognizing their dedication: Ruth Hansen celebrated 20 years of service and William Dale was honored for 10 years of service; he bound books and printed gold lettering on spines of books transcribed and bound for the Library of Congress; he handcrafted binders for local work and maintained bindery equipment.

CONTRA COSTA TRANSCRIBERS in Concord are fortunate to have member Doris Denton and her husband Chuck for their computer braille experts. What do you do when you have a computer braille problem and the store where you bought your equipment doesn't have the foggiest notion of what braille is all about? For Contra Costa members who purchase a computer for the first time, Doris and Chuck make a "house call" to teach what to do and how to do it. Thereafter, they are available for frantic phone calls, answer all sorts of dumb questions, and offer confidence that someone is close by when needed; also they answer questions about the Blessum's program.

What does your group offer new braillists joining your group, either from other groups or as new transcribers completing braille classes? **CONTRA COSTA TRANSCRIBERS** furnish each one with a packet containing basic group information such as: membership list, group rules and standards, samples of forms used, latest updates of literary and TBF rules, other important addresses, and a CTEVH application form. Also, they have set up "mini-courses" in basic textbook format necessary to train new members in that format as well as for all members.

Chris Mackey of **KINGS TAPE LIBRARY FOR THE BLIND** says: "What? No recording classes? Those of us who have been involved in making recordings for the blind frown upon the idea that "just anyone" can make a recording. Somewhere, somewhere, someone must be teaching this art." Let's have some feedback on this problem so we can pass along the information.

The Kings Union Catalog, listing the recorded books of eleven libraries with nearly eight thousand titles, now has the capacity to search the National Library Service and Recording for the Blind catalogs. All these catalogs may be searched for a specific title(s) or specific author. Replies can be made by phone if a collect call will be accepted by the enquirer (phone 209/582-4843 between 9:00 AM and 5:00 PM) or replies may be in braille or on tape or print; if in print, please enclose a stamped, self-addressed envelope.

Florence Callahan and Nancy Churchill of **LAGUNA HILLS TRANSCRIBERS, INC.**, are two transcribers teaching braille at the new Workshop for the Blind recently opened in Laguna Hills.

Braille classes are taught at the Ontario Library by Rose Kelber of **POMONA VALLEY TRANSCRIBERS GUILD**; in addition, Rose is once again teaching visually handicapped senior citizens through Chaffey College. Meetings are on Mondays and they work on kitchen skills, crafts, and braille reading and writing.

NEW OFFICERS/ADDRESSES

BRAILLE TRANSCRIBERS GUIDE OF SAN DIEGO

Treasurer: Ida Mae Milot

CONTRA COST TRANSCRIBERS

Computer Chairperson: Doris Denton
1812 Ardith Drive
Pleasant Hill, CA
94523
415/682-3656

MONTEREY COUNTY BRAILLE TRANSCRIBERS, INC.

Address all correspondence to:

P.O. Box DF
Pacific Grove, CA 93950

POMONA VALLEY TRANSCRIBERS GUILD

Treasurer: Ida Auerbach

SAN FERNANDO VALLEY BRAILLE TRANSCRIBERS GUILD

Chairperson: Rollie Greene
4784 Park Encino Lane
Encino, CA 91436
818/789-6362

Vice-Chairperson: Leah Morris
Treasurer: Hana Posin
Secretary: Ilene Goltz

INTERESTING TRANSCRIPTIONS

Braille Institute
Press Department
741 N. Vermont Avenue
Los Angeles, CA 90029-3594

BROTHER EM-30 (PORTABLE ELECTRONIC TYPEWRITER) USER'S GUIDE by Brother, no copyright
(braille, 1 volume)

GE MICROWAVE JE62 USER'S GUIDE by General Electric, no copyright (braille, 1 volume)

Lutheran Braille Workers, Inc.
P.O. Box 5000
Yucaipa, CA 92399

PSALMS, CRUSADER HYMNS —WORDS AND MUSIC
LITTLE FOLDED HANDS

RAINBOWS ARE FOREVER, I BELIEVE (Mustard Seed), no copyright (braille, free copies; please
request listing of other titles)

Sixth District, California State PTA
Braille Transcription Project
101 N. Bascom Avenue
San Jose, CA 95128

THE HUNT FOR RED OCTOBER by Tom Clancy, copyright 1984 (braille, 16 volumes; may be
purchased for \$110.60)

BRaille TRANSCRIBING CLASSES

CARMICHAEL

Tuesday, 9:00 AM to 11:30 AM at Starr King Exceptional School, 4848 Cottage Way, Carmichael 95608, with Betty Schriefer, instructor. A \$10 fee is being charged to help pay for maintenance and repair of braille writing machines. For further information, contact Betty at (916) 486-9242 or Cathy Rothhaupt at (916) 971-7413.

HUNTINGTON BEACH

Thursdays, 9:00 AM to 12:00 noon, with Norma Schecter, instructor, at the Christ Presbyterian Church, 20112 Magnolia, Huntington Beach; for further information, telephone Norma at (714) 536-9666.

ONTARIO

Tuesdays, 9:00 AM, at the Ontario Public Library, 215 E. C St., Ontario 91762, with instructor Rose Kelber; for further information write to Rose at 538 W. El Morado Court, Ontario 91762, or telephone (714) 986-5060.

PACIFIC GROVE (Monterey County Area)

Mondays, 10:00 AM, at St. Mary's Episcopal Church, Pacific Grove 93950, with Marjorie Davis, instructor. For further information write to Marjorie at 1118 Pelican Rd., Pebble Beach 93953, or telephone her at (408) 372-2661.

PETALUMA

Year-round classes on Thursdays, 9:00 AM to 12:00 noon at McKinley School, Petaluma, with Freda Z. King, instructor. For further information, write to Phyllis L. Deaton, 1459 Magnolia Avenue, Petaluma 94952, or telephone (707) 664-1430.

SACRAMENTO

On Tuesdays and Fridays, 9:00 AM to 12:00 noon, at Visual Service Center, 2750 24th St., Sacramento 95818, with JoAnn Noble, instructor. For further information contact JoAnn at 6650 So. Land Park Dr., Sacramento 95831 or telephone (916) 427-8535.

SAN DIEGO

Beginning January 1987, meeting at the office of Braille Transcribers Guild of San Diego, 1807 Upas St., San Diego 92103, with Betty Marx, instructor. For further information write to Betty at the Guild's address, or telephone (619) 298-4219.

SAN FRANCISCO

Tuesdays from 8:30 AM to 2:30 PM, at 1351 42nd Ave., (second floor, Room 6) San Francisco, with Hilda Isles Peck, instructor. For further information, write to Hilda at 1390 Market St., #2624, San Francisco 94102, or telephone (415) 621-1933.

SAN JOSE

Thursdays, 9:30 AM to 12:00 noon, at 101 North Bascom Ave., San Jose 95128, with Bea Bowers, instructor. For further information, telephone Bea or Peggy Dodge at (408) 296-1188.

WALNUT CREEK

Betty Osborne, instructor, will teach classes at 1920 Magnolia Way, Room 2, Walnut Creek 94596; for information as to time and day or week, contact Betty at (415) 937-5173 or write to her at 2116 Youngs Court, Walnut Creek 94596.



Our Specialists Say

WATCH YOUR LANGUAGE!

Be careful when you're "bandying" terms about! A coat is an article of clothing, but an article of clothing isn't necessarily a coat! A toaster is a small appliance, but a small appliance isn't necessarily a toaster!

A computational scheme is a spatial arrangement, but a spatial arrangement isn't necessarily a computational scheme.

So, who cares? What difference does it make?

It makes a great deal of difference - especially in the use/non-use of the numeric indicator.

A spatial arrangement is an arrangement in which, for one reason or another, the reader is required to obtain information vertically, instead of the customary reading of braille from left to right - horizontally. (Or, in addition to receiving information horizontally.)

The code, Rule XXIV, covers spatial arrangements. Listed therein are division, addition and subtraction, multiplication, square root arrangements, synthetic division, determinants and matrices, and unified expressions. All of these (except a special case of division) are spatial arrangements - this means that there must be a blank line preceding and following them. But not all of them are computational schemes!

The code tells us that the numeric indicator must not be used in work arranged in columns and aligned for computation. When this does not apply, one uses the numeric indicator, where appropriate, in spatial arrangements.

For example, the following are all spatial arrangements - they must have that blank line above and below them, but they are not "arranged for computation" and therefore the numeric indicator must be used where appropriate.

$$\begin{cases} x + y = 2 \\ x - y = 0 \end{cases}$$

$$y = \begin{cases} x, & \text{if } x \leq 0 \\ 0, & \text{if } x > 0. \end{cases}$$

$$9. \begin{pmatrix} -1 & 4 & 2 \end{pmatrix} \begin{pmatrix} 5 \\ 1 \\ 3 \end{pmatrix}$$

$$\begin{pmatrix} 1 & 2 & 3 \\ 4 & 5 & 6 \\ 7 & 8 & 9 \end{pmatrix} \begin{pmatrix} 10 \\ 11 \\ 12 \end{pmatrix}$$

$$6. \quad \frac{1}{2} + \frac{3}{4} = 1\frac{1}{4}$$

$$\begin{bmatrix} \cos a & \sin a & 0 \\ -\sin a & \cos a & 0 \\ 0 & 0 & 1 \end{bmatrix}$$

$$10. \quad \begin{cases} x + 3y + z = 5 \\ 2x + y + 2z = 5 \\ 7x + 8y + z = 7 \end{cases}$$

On the other hand, the following examples are arranged for computation; they too must be presented spatially, but the numeric indicator is NOT used.

$$\begin{array}{r} 11 \\ 254 \\ +176 \\ \hline 430 \end{array}$$

$$\begin{array}{r} 3.704 \\ -915 \\ \hline 2.789 \end{array}$$

$$\begin{array}{r}
 x + 4 \overline{) x^2 + 12x + 32} \\
 \underline{x^2 + 4x} \\
 8x + 32 \\
 \underline{8x + 32} \\
 0
 \end{array}$$

$$\begin{array}{r}
 x + 4 \overline{) x^2 + 12x + 32} \\
 \underline{x^2 + 4x} \\
 8x + 32 \\
 \underline{8x + 32} \\
 0
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{cccc}
 8 & 9 & 9 & 12 \\
 \cancel{8} & \cancel{9} & \cancel{9} & \cancel{2} \\
 - & 3 & 6 & 9 & 3 \\
 \hline
 5 & 3 & 0 & 9
 \end{array}
 \end{array}$$

$$\begin{array}{r}
 \begin{array}{cccc}
 8 & 9 & 9 & 12 \\
 \cancel{8} & \cancel{9} & \cancel{9} & \cancel{2} \\
 - & 3 & 6 & 9 & 3 \\
 \hline
 5 & 3 & 0 & 9
 \end{array}
 \end{array}$$

$$\begin{array}{c|cc}
 2 & 1 & -3 & 2 \\
 & 2 & -2 & \\
 \hline
 & 1 & -1 & 0
 \end{array}$$

$$\begin{array}{c|cc}
 2 & 1 & -3 & 2 \\
 & 2 & -2 & \\
 \hline
 & 1 & -1 & 0
 \end{array}$$

Joyce Van Tuyl
CTEVH Braille Mathematics Specialist



Kən 'Yü Prən-'naʊn(t)s this?

Some recording transcribers have great faith in written English. They believe that it is a concise and clear phonetic representation of the spoken word. They assume that simple rules applied to unfamiliar words will readily reveal correct pronunciation to them. In short, they exist in a dream world that is both a comfort and a curse.

Their curse is frequent mispronunciations which plague their transcriptions. The word "comparable", sounds like the combination of the words "compare" + "able". Wrong. The last syllable in "epitome" rhymes with "home". Good guess! But wrong again! Their work is hopelessly flawed by logical thinking.

Written English, of course, is neither a wholly logical nor a phonetic representation of spoken English. Seemingly by whim, some adopted foreign words get anglicized or americanized, and others don't. The English language is a living language, constantly changing and growing beyond any simple rules that logical-thinking people may try to impose on it.

Under these circumstances, the dictionary becomes an essential tool for the recording transcriber. Where written English fails, the pronunciation symbols after each dictionary entry concisely and accurately convey the sound of an unfamiliar word (according to the best judgement of the editors). Unlike English, each written symbol represents only one, individual sound. These symbols are the recording transcriber's key to correct pronunciation.

To use the pronunciation symbols effectively, though, you must be thoroughly familiar with them. Notice the subtle differences in sounds that are expressed by these symbols. Compare the vowel sound of the word "loot" (expressed as /lūt/) to the word "foot" (expressed as /fūt/). Notice the difference in the "th" sound between "thin", /thin/, and "this", /this/. Do you know which "th" sound "the" contains? Look at the front or back of your dictionary for a complete list of pronunciation symbols. You'll notice that many more symbols than the twenty-six letters of the alphabet are needed to express accurately the many sounds of spoken English.

The /ə/ symbol can be confusing at first glance. It is used to express the vowel sound in the second syllable of "kitten". Shouldn't it have the same sound as the vowel in "ten"? Actually, when kitten is pronounced, the second vowel is dropped almost

entirely; we say "kit'n". The /ə/ symbol accurately represents this speech occurrence.

Studying how pronunciation symbols are used in familiar words is one way of increasing your understanding of the symbols. Below are some familiar words written with pronunciation symbols. Work with the key provided to figure out what each word is. Notice particularly how the commonly misunderstood primary and secondary stress marks are used, and also how parentheses are used. The answer key is cleverly hidden on another page, so you can check your work when you're through.

- | | |
|---------------|---------------------------|
| 1. 'thō | 13. 'lɪn-ɪstɪŋ(k)t |
| 2. ɪ-'nəf | 14. ɪn-'stɪŋ(k)-tɪv |
| 3. 'thrū | 15. pə-'zɪʃ-ən |
| 4. 'kóf | 16. ɪ-'pɪt-ə-mē |
| 5. 'kūk | 17. klɪ-'shā |
| 6. 'kúk | 18. 'mɪs(h)-chə-vəs |
| 7. 'yūs | 19. 'prev(-ə)-lən(t)s |
| 8. 'yüz | 20. kæn-trə-'dɪk-t(ə)-rē |
| 9. 'æg-lē | 21. 'st(y)ūd-ē-əs |
| 10. 'sət-əl | 22. ɪn(t)-stə-'t(y)ū-shən |
| 11. 'rā-nē | 23. sə-'kɪ-ə-trē |
| 12. 'rān-ɪkōt | 24. ɪt-ka-'del-ɪk |

Pronunciation symbols taken from
Webster's New Collegiate Dictionary.
 G.&C. Merriam Company, Springfield, MA: 1981

KEY TO PRONUNCIATION SYMBOLS

ə abut	ə kitten	ər further	ə back	ā bake	ā cot, cart
au out	ch chin	ɛ less	ē easy	g gift	i trip i life
j joke	ŋ sing	ō flow	ō flaw	oi coin	th thin th this
ū loot	ū foot	y yet	yū few	yū furious	zh vision

— slant line used in pairs to mark the beginning and end of a transcription: \pen\

— mark preceding a syllable with primary (strongest) stress: \pen-mən-,ship\

— mark preceding a syllable with secondary (next-strongest) stress: \pen-mən-,ship\

— mark of syllable division

() indicate that what is symbolized between is present in some utterances but not in others: factory \fak-t(ə)-rē\

Leslie Burkhardt
 CTEVH Recording Specialist





REVIEW OF THE VERSAPOINT EMBOSSEER

Some of the features of the VersaPoint® embosser are: bi-directional printing at 20 characters per second; modular design; accommodation of paper widths from 7.5 to 12.8 inches center to center on tractor feed pins; translators for up to six international computer braille languages or no translation at all; rugged construction and handy carrying case; ability to use either Centronics or RS-232C communication standards through built-in interface connectors. Instead of Dip Switches an interactive (CCP) parameter setting program is used for non-volatile storage of four sets of system parameters in addition to the default parameters, and it is compatible with all known computer assisted braille transcription/translation programs.

Sixty pages per hour is the typical production of good quality, average density, braille pages. It uses eleven stepped-pin solenoids to produce up to 42 cells per line with a maximum of 29 lines on a 12 inch page. In addition to standard 6-dot braille, 8-dot braille can be selected for a unique way of showing computer characters within a braille cell in a completely unambiguous manner.

The User's Manual is well written and easy to use. It includes sections on Installation, Operation, Maintenance/Trouble Shooting and a menu of the CCP programming parameters. The section on Installation informs the User of how to run the self-test patterns and how to start and respond to the CCP configuration parameters program. The Appendix contains sections with instructions for interfacing the VersaPoint® with a VersaBraille® I or II, an IBM PC®, the APPLE® Super Serial Card and the APPLE® IIc.

Paper is fed from the front, over the top, through the embossing head and drops over the back of the unit, making for easy loading, feeding and stacking. A right-angle power connector, which plugs into a socket next to the ON/OFF switch in the center of the units back-side, keeps the cord clear of the output paper.

The control panel, on the top right-side facing the unit, consists of a Power ON LED, four push-button switches, and one rocker switch. The LED is lit when there is power to the unit; this LED is supplemented by a single beep as the VersaPoint® performs internal self-diagnostics, and two short beeps when the unit is ready to be used or a continuous beep if the unit fails the diagnostics text. The rocker switch puts the unit on-line, ready to emboss data from its 30,000

byte buffer, or off-line making the four push-button switches active. The top-most switch sets top-of-form, the next produces a form feed to the next page, the third one is for line feed and the last one advances the page out of the head so the last line embossed can be read. A second push of the same switch places the page back under the head ready to emboss the next line. These buttons are also used to set-up/modify the system configuration parameters (CCPs).

ASCII interface sockets consisting of a 36 pin Centronics parallel connector and a 25 pin female RS-232C serial connector are located at the back of the right side (when facing the unit). The Centronics port data transfer rate is 4,000 cps with the RS-232C serial port baud rate selectable from 110 to 9600.

The VersaPoint® makes a lot of noise, just as most embossers do, but it comes with a foam sound pad and a 'QUIETIZER' box is available which reduces the sound level to a comfortable level for continual human co-existence in the same room. We made a number of four to five hour runs of continuous embossing with no over heating and no degradation in dot/cell quality.

Telesensory Systems, Inc. warrants the unit for one year against defective parts and/or workmanship, which is twice the normal six months warranty. One year service agreements are available and must be purchased before the end of the one year warranty period.

The VersaPoint® weighs in at 39 lbs. and measures 15L x 18W x 6.5H (inches). It is a heavy duty embosser that can produce a 90 page braille volume in one and a half hours. Purchase price is currently \$3,595 from Telesensory Systems, Inc., 455 N. Bernardo Ave., P.O. Box 745, Mountain View, CA 94039, (415) 960-0920.

[VersaBraille and VersaPoint are registered trademarks of Telesensory Systems, Inc.]

APPLE is a registered trademark of Apple Computer, Inc.

IBM PC is a registered trade mark of IBM, Inc.]

Diann and Ken Smith
CTEVH Computer-Assisted Braille
Co-Specialists (Northern California)

LITERARY BRAILLE POTPOURRI

How's Your Accent?

When our inspiring editor, Aikin, suggested it would be an idea to re-print long-ago articles which may have been missed by more recent members, I decided to share once again one of Betty Smith's clever contributions from the long-ago days when I sat in the editor's chair. Like all Betty's brilliant and witty productions, this one, too, has a very serious point to make.

A 10x10 grid of 100 small circles, each composed of two smaller circles, arranged in a pattern that resembles a stylized letter 'A' or a similar abstract shape. The circles are arranged in a way that creates a sense of depth and perspective, with the circles in the foreground appearing larger and more distinct than those in the background. The overall effect is a complex, abstract composition that challenges the viewer's perception of space and form.

When I phoned Betty to discuss the re-printing, the first thought that came to my mind was, "How in the world is the TCT transcriber to cope with this when the poem, in all its confusing print glory, is done for the braille edition of TCT?"

If the accented-letter signs are to be used, how is the brailist to indicate, and the reader to know, that certain words or phrases within the English context are presented as truly foreign—that is, with full spelling, no contractions, so that everything that resembles a contraction is recognized to be an accented letter? (In this case, only the French accented letters are used; they appear in Appendix B of ENGLISH BRAILLE—AMERICAN EDITION, page 54, or the Krebs TRANSCRIBER'S GUIDE TO ENGLISH BRAILLE, p.102.)

Those of us who recall Betty's stimulating Textbook and Foreign Language Braille workshops will recognize the term "A Possible Solution", meaning something that is not spoken to nor sanctioned by any code, but will work until an official solution is found.

Don't Welsh on This Bet (or do I mean, don't bet on this Welsh?)

Millie Hartford, a long-time CTEVH member and Rehab teacher, is hoping to spend a year or two after she retires in her family's original land, Wales, and one of our LC "adoptees", Roz Kalina, is brailleing a long series of articles about Wales for her. (What a treasure she has turned out to be, and so has her proofreader, Pam Bortz—there must be lots of other braillists no longer working for the Library of Congress who would be delighted to be "adopted" by some of our groups.)

This has brought forth lots of problems with Welsh names, both place names and personal names. Most of them are not to be found in any of our American problem word lists.

A logical notion—why not find out how our British opposite numbers solve this dilemma? Their code, "Restatement of the Lay-out, Definitions and Rules of the Standard English Braille System", tells us in sections 8.8.6 and 8.8.7, under "Diphthongs":

The contractions for ed, en, er, ea should not be used when the e or a forms part of the diphthongs ae or oe, whether printed as such [physically joined—æ and œ—in their print—NLS] or not . . .

These contractions should not be used after a or o in Welsh names because of the distinctive pronunciation of ae and oe in Welsh.

Examples: Blaenau Ffest/iniog, Betws-y-coed, Caernarvon.

Here are a few more names from their code's problem list of names:

Banff/shire Battishill Bedales Beddoes Behan Beloff Benoist Besant Blaenwern Bled^{dd}yn (yup, dd not ed) Brighouse Caedmon Caen Caerphilly Caledonian Camoens Castlere^a/gh Cirencest/er Cleanth Clitheroe Cobbleigh (yup, bb not ble) Coggeshall Comyns Cosham Crosthwaite Crowhurst Dorgh/eda Dungeness Ebbw Vale Egham Eireann Faver/sham Fingal Gordonstoun Grantham Gwynedd Haarlem Har/ingey Hartshorn Hen/eage Holin/sh/ed Ifor Inge Inver/ness Langham Laugh/arne Liskeard Llandaff Llandudno (yup, no "and" signs) Lost/withiel Loughton Mach/en Moeran Much Hadham Much Wenlock Munthe Nevers Oseney Poper/in/ghe Praed St. Roedean Rosmersholm Rowolt Sach/everell Sanday Severn Smithers Sou/thesk Sou/th/end Sou/they Speaight Spof/for/th Stranraer Sumsion Thetford Tothill Townshend Trefor Willaert

Remember, of course, these are contracted according to British—not American—rules. But they can be a great help when we do not know the pronunciation of these proper names from the other side of the Atlantic.

Norma L. Schecter
CTEVH Literary Braille
Co-Specialist



COMPUTER BRAILLE CODE

The newly adopted Computer Braille Code is a code to be used as an adjunct to the literary/textbook format code—or, occasionally, with Nemeth Code—somewhat like using the textbook code as an adjunct to the literary code. Transcriptions using the Computer Braille Code will still be done mainly with literary symbols and rules, computer code being resorted to only for material that must be represented as computer notation. Examples of material that is considered computer notation are given in the Code and in the CTEVH Computer Braille Code Workshop Presentation publication, which should be available shortly.

Thirty-two symbols of the ASCII (American Standard Code for Information Interchange), plus a few two-cell "indicators" are used in the Computer Braille Code. The symbols are easy to learn. Some are the braille symbols we all use, such as the hyphen, decimal point, and number sign. Some are commonly used Nemeth symbols, such as the plus sign and parentheses. The "indicators" have been designated for use in transcribing the various kinds of computer notation that are necessary to give a clear picture of computer usage—upper and lower case letters, different type styles, subscripts and superscripts, etc.

The Computer Braille Code has been deliberately made flexible, so the most important aspect of

its use is the structuring of the text. A very thorough examination of the text must be made in order to ascertain the material that will be transcribed using Computer Braille Code symbols, indicators, and rules, and then several decisions must be made as to how to use these symbols and rules. Once the text has been completely structured, the actual transcribing will be easy. A section in the CTEVH Computer Braille Code Workshop Presentation publication gives instructions for structuring a text. If you have any doubts as to how to go about this structuring, I will be happy to help you, or even do it for you the first time or two, so you will see just how this process is done.

Computer-related materials that are in the process of being transcribed should be finished in the code with which they were begun. New transcriptions should be transcribed using the newly adopted Computer Braille Code. In case APH does not as yet have the new code ready for distribution, some copies will be available for those attending the computer code workshop at CTEVH conference. Plan to attend the workshop in March to get a thorough introduction on the use of the Computer Braille Code.

Elinor Savage, CTEVH Specialist
Braille Computer Notation

ANSWER KEY

- | | |
|--------------|-------------------|
| 1. though | 13. instinct |
| 2. enough | 14. instinctive |
| 3. through | 15. position |
| 4. cough | 16. epitome |
| 5. kook | 17. cliché |
| 6. cook | 18. mischievous |
| 7. use | 19. prevalence |
| 8. use | 20. contradictory |
| 9. ugly | 21. studious |
| 10. subtle | 22. institution |
| 11. rainy | 23. psychiatry |
| 12. raincoat | 24. psychedelic |



LARGE TYPE

Many of us who are producing innumerable pages of large type do not prepare picture/diagram pages for copying because the process can be so time-consuming. There are ways to do quick changes which can help the quality of the pictures and make them more useful to the readers.

One process is to use a screen of tiny white dots over the pictures to lighten the drawing and retain the sharpness. This works better than running the whole page lighter. These screens are available from Xerox (perhaps other copier firms also) and from art or graphics supply stores.

Another way to prepare dark drawings is to use a white, soft pencil to outline and shade around the edges of the main figure or feature and gradually fade out following the light/shadow pattern in the drawing. This is not ideal but makes the figures stand out well.

To prepare colored pictures or diagrams which have blue lines/numbers/drawings which are important, cover page with a yellow-green or yellow-orange plastic sheet before copying. Each colored printing uses different ink and intensities so that a combination of plastic sheets may be necessary to make the blue items copy well.

The NBA Manual for Large Type Transcribing (1973 ed., red cover) has been reprinted (not revised) and is available for \$3.15 for the first copy for members and \$6.30 for member additional copies and for non-members.

Below is a sample of large type done on our program's Apple Image Writer printer. There is a workshop at Conference (#101) concerning the Magic Slate software. Other programs are available also which produce good large type.

Now is the winter of our discontent

18 point, Helvetica, plain text, boldface.

NOW IS THE WINTER OF OUR DISCONTENT

18 point, Helvetica, small caps.



Now is the winter of our discontent

24 point, Helvetica, plain text, boldface.

NOW IS THE WINTER OF OUR DISCONTENT

24 point, Helvetica, small caps, boldface.

Ink and equipment for re-inking computer-printer ribbons are available from John (Jack) Hoefer. He is doing a workshop at Conference (#401) if you are interested in re-inking ribbons to produce darker, clearer large type.

Marian Wickham
CTEVH Large Type Specialist

SACRAMENTO FILE



NEWS FROM CDHS

Yes, it's true—the CDHS as a unit has been transferred from the State Special Schools and Services Division to Reference Services! Reference Services, directed by John Church, is also under the Specialized Programs Branch. The Reference Services Center may be known to educators foremost through the annual calendar of meetings scheduled by professional organizations and the Department, "Educational Events in California." Information about these meetings may be accessed through an electronic bulletin board via modem. The Reference Center can also provide information about meetings and conferences to school personnel and Department staff referencing by subject or topic descriptors. A list of professional publications, prepared by the Reference Center, sold by our Bureau of Publications is available for field meetings and workshops.

HOW WILL THE TRANSFER EFFECT CDHS SERVICES?

The CDHS will remain intact as an independent unit though reporting to the Reference Services directed by John Church. CDHS services will be extended to new field offices through which liaison has been established by the Reference Services Center; Shirley Thornton, Deputy Superintendent, Specialized Programs Branch, predicts greater visibility for CDHS through this reorganization.

The State Special Schools and Services Division under the directorship of John Flores will continue to draw upon and make referrals to CDHS for service, as well as give support to CDHS in realizing its goals.

CDHS staff will miss the direct guidance and help provided by John Flores while under his division. John has been a good friend and staunch advocate for CDHS, CTEVH, and handicapped students for many years and will continue to be in the future.

WHAT'S HAPPENING IN CDHS

During the first two quarters of this school year, CDHS staff has worked untiringly to respond to

school requests for materials, aids, and equipment for teachers and transcribers, inservice workshops, and for new resources for new materials and services. Inservice workshops for teachers and transcribers alone conducted by Dave, Aikin, and myself during these six months, total 47, providing inservice to more than 1100 educators and transcribers.

The registration of visually handicapped students is being completed under Nena Thompson's direction. More than 6000 registration forms submitted for this registration are being reviewed, analyzed, and classified; data on more than 4000 legally blind are being prepared for submission to the American Printing House for the Federal Quota Program.

CTEVH CONFERENCE

CDHS staff has combined forces to assist the committee on launching the coming conference. Many requests for preregistration packets have been filled. Please help us help you! When you have a change of address, please notify Lil Gardner, CTEVH Membership Chair, immediately. Neither TCTs nor conference preregistration packets are returned to sender, nor are they forwarded in most cases.

As of this date, more than 200 conference registrations have been received by Claudia Nichols, Registration Chairman. Most "hands-on" lab workshops have been filled. Not everyone will be admitted to the lab requested. If you have not been admitted to a "lab", I suggest that you request a regional workshop through your CTEVH specialist and/or CDHS.

The conference committee has planned an exciting array of workshops; some highly informative presentations by legislators, educators, transcribers, and parents; and some delightful recreational activities with top entertainment. WE LOOK FORWARD TO SEEING YOU ALL AT CONFERENCE!

Fred L. Sinclair, Director
CDHS

CAPITOL CORNER

NEW DIRECTOR OF SPECIAL EDUCATION

Patrick Campbell has been appointed to succeed Shirley Thornton as associate superintendent and director of the Division of Special Education, State Department of Education, effective January 15, 1987. Dr. Campbell comes to this position from Anaheim where he served as director of the Greater Anaheim Special Education Local Plan Area (SELPA). Dr. Thornton has been appointed deputy superintendent in charge of the Special Program Branch, State Department of Education.

In his new assignment Dr. Campbell will be responsible for planning, organizing, and administering the department's special education programs which provide education to over 360,000 handicapped children in the state's public schools. Dr. Campbell received the BA Degree in education from Seattle University, Seattle, Washington, and the MA in special education from Teachers College, Columbia University, New York City. He was awarded the Ed.D. in institutional management from Pepperdine University in Malibu. Dr. Campbell holds credentials in general elementary teaching, elementary school administration, administration and supervision, and special education.

A former classroom teacher at the elementary school level, Dr. Campbell also served as program consultant, principal, and district administrator during his education career. He has taught at Chapman College in Orange and the University of San Francisco.

SPECIAL EDUCATION ACTIVITIES

The Special Education Division is now in the process of implementing a grant project for the purpose of enabling handicapped students to make successful transitions from school to adult community living. For specific information regarding this project call Jeff Cohen, Consultant, at (916) 324-1079.

The Special Education Division is cooperating with the State Departments of Mental Health

Services and Social Services in the clarification and implementation of Title 2, Division 9, Chapter 1 of the California Administrative Code which regulates interagency responsibilities for providing services to handicapped children. The mandates are found in Chapter 26 (commencing with Section 7570) of Division 7 of Title 1 of the Government Code. The intent of this Chapter is to assure conformity with Public Law 94-142 - the Education for All Handicapped Children Act - other federal and state laws and regulations relating to handicapped individuals. For specific information, call Dr. Winnie Bachmann, Consultant, (916) 323-4757.

The State Department of Education is developing a Categorical Program Proposal for possible consideration in the Legislature during this term. This proposal would examine the existing complex of laws and regulations as well as administrative and instructional practices from a point of view that changes can be made to improve the end results for students who are served in any of the categorical programs.

The proposal advances the proposition that the basic, or regular, education system retain the student and that the base curriculum and regular classroom be so organized that students with differing skill levels can work together on the same learning activities and receive personal attention from the teacher to develop their individual skills and strengths.

No appreciable changes are proposed in the formulae which regulate the flow of funds from the state to the districts and schools. The child's teacher would be responsible for the implementation and monitoring of progress for the targeted students; at the same time, the teacher would be given greater control of the program in order to be able to provide needed individual strategies. For information, contact Eleanor Clark-Thomas, Consultant, at (916) 323-4754.

Staff, State Dept. of Education

EXECUTIVE BOARD 1986-87

President: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Vice-President: C. ROBERT CALHOUN 3401 Clairemont Dr., San Diego, 92117
Secretary: LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS	152 Hamilton Ct., Los Altos 94022
ROBERT ELFORD	4097 39th Ave., Oakland 94619
JIM FISHER	760 E. Robinwood, Fresno 93710
LIL GARDNER	7046 Park Manor Ave., North Hollywood 91605
LAVON JOHNSON	4719 Crestwood Way, Sacramento 95822
ROSE KELBER	538 W. El Morado Ct., Ontario 91762
ANN KELT	514 Freya Way, Pleasant Hill 94523
JOAN S. LEVY	339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON	3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON	3601 Curtiss St., San Mateo 94403
FRANK RYAN	415 So. Oakland #8, Pasadena 91101
MARIAN WICKHAM	1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE	2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR	(ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR	(ex officio) 721 Capitol Mall, Sacramento 95814
ROBERT DODGE	(ex officio) 65 Linaria Way, Menlo Park 94025

CTEVH SPECIALISTS

*** BRAILLE ***

Computer Assisted: (South)	SUE REILLY (619) 274-9822 3401 Clairemont Dr., San Diego 92117
(North)	DIANN & KEN SMITH (415) 968-7595 1900 Orange Tree Lane, Mountain View 94040
Computer Notation	ELINOR SAVAGE (619) 328-8003 350 Andorra Way, Cathedral City 92234
Literary:	NORMA L. SCHECTER (714) 536-9666 8432 Northport Dr., Huntington Beach 92646 ELIZABETH SCHRIEFER (916) 486-9242 751 El Encino Ave., Sacramento 95864
Mathematics	JOYCE VAN TUYL (206) 282-8358 3520 28th Ave., West, #402, Seattle, WA 98199
Tactile Illustration:	JANE CORCORAN (415) 851-2122 400 Old La Honda Rd., Woodside 94062
Textbook Format:	BILLIE ANNA ZIEKE (714) 776-6754 2115 W. Judith Lane, Anaheim 92804

*** COMPUTER TECHNOLOGY ***

FRANCIS DANIELS (213) 663-1111
741 N. Vermont, Los Angeles 90029

*** LARGE TYPE AND ENLARGED DRAWING ***

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015
SUE REILLY - COMPUTER ASSISTED (619) 274-9822

*** RECORDING ***

LESLIE BURKHARDT (213) 663-1111
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Membership: LIL GARDNER

Historian: MAUREEN REARDON

CTEVH LIFE MEMBERS

Jean Alexander
Estelle R. Barsis
Barbara Berglund
Susan Bernay
Laura V. Bosworth
Carolyn R. Card
Jan Corcoran
Anna May Cronin
Maxine Dorf
Betty Sweet Epstein
Paul Furnas
Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood
Ruth Hughes

Lavon Johnson
Russell M. Kirby
Rose Kelber
Blossom Kerman
Bernard M. Krebs
Bettye Krolick
Lynne M. Laird
Mabelle McMahon
Diane Meyer
Leah Morris
Miriam Nelson
Evelyn Olgiati
Dr. Stanley Olivier
Estelle Palm
Lila Queen

Mrs. Chas. D. Redfield
Anthony T. Rossi
Barbara Blatt Rubin
Norma L. Schechter
Margaret Scheffelin, Ph. D.
Virginia Shibue
Richard L. Simonton
Fred L. Sinclair
Elizabeth C. Smith
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Anna E. Wiesman
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS
1984-86 ROBERT DODGE

PAST EDITORS, THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN & KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

SPECIAL RECOGNITION

1985 BOB DASTEEL
DISTINGUISHED MEMBER
1984 FRED L. SINCLAIR

CTEVH CERTIFICATES OF APPRECIATION

1974 VOLUNTEERS OF VACAVILLE
BRAILLE INSTITUTE OF AMERICA
1975 ESTHER FOX
MARIE ERICH
1976 NORMA L. SCHECTER
1977 BOB DASTEEL
DONN SPENCER
1978 MARY DEGARMO
BETTY BRUDNO
EVELYN OLGIA TI
1979 RUTH S. LOWY
1980 ETHEL SCHUMAN
DIANE MEYER
1981 CARL LAPPIN
1982 BARBARA BLATT RUBIN
BILL BRIGGS
MICHAEL LANDON
1983 AIKIN CONNOR
CAROLYN "CHRIS" MACKEY
1984 BERNARD M. KREBS
JANE O'CONNOR VERHAGE
1985 SYLVIA CASSELL
ELIZABETH C. SMITH
1986 SALLY MANGOLD
ELIZABETH SCHRIEFER
JOYCE VAN TUYL

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Make Check Payable to CTEVH

Annual Dues: \$8.00 (U.S. Funds) New ☐ Renewal ☐ Life Membership (\$150.00) ☐
Katie N. Sibert Memorial Scholarship Fund ☐ \$_____.

NAME: _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one, only): a transcriber, an educator or
other (specify) _____

If visually handicapped, do you want CTEVH
publications in braille ☐? On tape ☐?

CTEVH MEMBERSHIP CHAIR
LILLIAN S. GARDNER
741 N. VERMONT
LOS ANGELES, CA 90029

THE CALIFORNIA TRANSCRIBER
California Transcribers and Educators
of the Visually Handicapped, Inc.
Editorial Office: 721 Capitol Mall
Sacramento, CA 95814

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

THE **C**ALIFORNIA **T**RANScriBER

SUMMER 1987



The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC

HONORS

LIBRARY OF CONGRESS CERTIFICATIONS

LITERARY BRAILLE

(FROM UPDATE)

MS. CHARLIE M. CAIN, Riverside

CHERI L. CUTHBERT, Oak View

DORIS C. JENSEN, Alamo

ANNE R. PENROSE, Walnut Creek

MATHEMATICS BRAILLE

JOYCE RABINOWITZ, San Fernando Valley Braille Transcribers Guild

SPECIAL RECOGNITION

The Million Foot Club (Volunteers of Vacaville):

Recording 1600 hours or more to produce 833.3 hours of reading

David Wynne and Tom Meredith

ROBERT S. BRAY AWARD

American Council of the Blind

Presented to

NORMA L. SCHECTER

IN RECOGNITION OF HER LIFELONG
COMMITMENT TO MAKING BRAILLE MATERIALS
ACCESSIBLE TO BLIND CHILDREN AND ADULTS
(Presented at the National Convention, ACB
Los Angeles, July 17, 1987.)



THE CALIFORNIA TRANSCRIBER

The official publication of
THE CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

SUMMER 1987

VOLUME XXXI, NO. 2

INSIDE STORY

PRESIDENT'S MESSAGE	JANE CORCORAN	31
ELIZABETH CLEGHORN SMITH (1913-1987)	JANE CORCORAN	31
CTEVH CERTIFICATE OF APPRECIATION		
BETTY C. SMITH	JOYCE VAN TUYL	32
CONFERENCE '88: JOINING HANDS		
TO MAKE A DIFFERENCE	JANE VOGEL	33
GIFTS AND TRIBUTES		34

OUR SPECIALISTS SAY:

REVIEW OF THE ROMEO EMBOSSE [®]	DIAN AND KEN SMITH	35
MEMORANDA TECHNICA	FRANCIS DANIELS	36
BIOLOGICAL TACTILE DIAGRAMS	JANE CORCORAN	38
THE CASSETTE RECORDER AS STUDY AID:		
RECORDING ACCESSORIES	LESLIE BURKHARDT	39
COMPUTER NOTATION	ELINOR SAVAGE	40
UPSTAIRS, DOWNSTAIRS!	JOYCE VAN TUYL	41
JUST A REMINDER	ELIZABETH SCHRIEFER	44
LITERARY BRAILLE POTPOURRI	NORMA L. SCHECTER	45
COMPUTER-ASSISTED BRAILLE TRANSCRIPTION:		
N L S CERTIFICATION		46
LARGE TYPE	MARIAN WICKHAM	46

GENERALLY SPEAKING

MICRO BRAILLING
NEW LITERARY BRAILLE CODE REVISION
MAXING OUT YOUR PERSONAL BRAILLER®
ED-IT UPDATE
LET'S SHARE RESOURCES

LOU ELLA & NORMAN BLESSUM 47
NORMA L. SCHECTER 47
D. 'BARNEY' BARNETT 48
ELINOR SAVAGE 50
NORMA L. SCHECTER 51

SACRAMENTO FILE

NEWS FROM CDHS

52

NEWS OF GROUPS

GROUP ACTIVITIES
BRAILLE TRANSCRIBING CLASSES
INTERESTING TRANSCRIPTIONS
NEW OFFICERS/ADDRESSES

JULIE CORMIER, EDITOR

53
55
55
56

CONFERENCE XXVII

WORKSHOP REPORTS

MAGIC SLATE: LARGE PRINT WORD PROCESSING, #101 59
TEACHING THE BRAILLE SLATE AND STYLUS, #203 59
COMPUTER-ASSISTED TRANSCRIBING: WHAT IS IT? WHY? WHICH? HOW? #303 60
THE CASSETTE RECORDER AS STUDY AID, #304 60
THE COMMODORE 64 AT WORK AND PLAY, #401 62
SCIENCE FOR THE BLIND ON A SHOE STRING, #406 63

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: DOROTHY JOE

BRAILLE TRANSCRIPTION: DORIS PONTAC

[Embossing by CompuBraille, Inc.]

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

MAILING: BILL BRIGGS, DON WHITE

EDITORIAL BOARD: BARBARA BLATT RUBIN, ELIZABETH SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1987 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR
CTEVH PUBLICATIONS
721 CAPITOL MALL
SACRAMENTO, CA 95814

INSIDE STORY

PRESIDENT'S MESSAGE

Fond memories linger after another successful conference. Congratulations to the Conference Committee, chaired by Daphne Kester, for a most productive and stimulating experience.

As usual, summer brings with it the promise of a well-deserved rest for the educators and the prospect of frantic activity for transcribing and duplicating groups. Summer has also brought the end of western civilization as we know it! Fred Sinclair has retired from the Clearinghouse Depository for Handicapped Students. Although he has been threatening to retire for the last couple of years, I had always hoped that it would not happen in my lifetime. He has assured us, however, that he is not retiring from service to the blind and visually impaired or from active participation in the affairs of CTEVH. He will continue, like many of us, to serve as a volunteer. With that assurance, we wish Fred a very happy retirement. We will all try to muddle through somehow.

Jane Corcoran
President, CTEVH

TO: California Transcriber Groups
FROM: Computer Distribution Committee

The computer grant program currently has no funds for more computers, but as the users become more involved, they are getting more sophisticated systems and turning in those from CTEVH. We invite group chairs to nominate candidates from their groups to receive computers at some future date. The criteria for selection:

1. Membership in CTEVH
2. Library of Congress Certification
3. Specialized Transcription - Textbook, Music, Math, or Computer Notation
4. The candidate should be a prolific transcriber

Please include addresses and phone numbers and send to:

Jean Adams
152 Hamilton Ct.
Los Altos, CA 94022

ELIZABETH CLEGHORN SMITH (1913-1987)

Betty Smith died April 1987 in Redwood City after a long illness. All those who came in contact with Betty will treasure long and lively conversations with her about languages, grammar, and all other facets of spoken and written communication. Her fascination with the subject of communication, her acute intellect, and her unselfish need to share led her to develop the internationally renowned expertise in the braille transcriptions of foreign language and linguistic texts that we came to associate with Betty.

Betty served as our Braille Textbook Format and Foreign Language Specialist from 1972 until 1985, when she was forced by ill health to retire. She had also served as Foreign Language Specialist for NBA, and as a member of the Braille Authority of North America Advisory Committee on Textbook Formats and Techniques. In the latter capacity, she was instrumental in the preparation of the CODE OF BRAILLE TEXTBOOK FORMATS AND TECHNIQUES, 1977.

Betty was a recipient of the NBA Distinguished Service Award and the CTEVH Certificate of Appreciation and was a Life Member of both organizations. Over the years, Betty contributed not only her time and expertise to CTEVH, but significant financial support, as well.

Still contributing and sharing, at the time of her death, Betty was supervising the preparation of a pamphlet showing the tactile representations of all phonetic/phonemic symbols. Truly, we have lost a giant in the field of braille transcribing.

Jane Corcoran
President, CTEVH

**CTEVH CERTIFICATE OF APPRECIATION
BETTY C. SMITH**

[NOTE: The presentation printed below was made at Conference, 1985, by Joyce Van Tuyl and is reprinted here at her suggestion as a tribute to the late Betty C. Smith.]

An ancient adage states: "Fools rush in where angels fear to tread." In the case of our honoree today, I'd like to rewrite that old saw. It should be: "A polyhistor charts the unknown regions braillists fear to invade"

Those of us who have trembled when confronted with Portuguese, fricatives, footnotes to footnotes, and a myriad of other "impossible to braille" configurations know where to turn! We are always reassured by her willingness and ability to help. The more difficult the challenge, the more she delights in deciphering its mysteries and analyzing its intricacies.

A true Renaissance woman, her intellectual curiosity knows no bounds. Matters phonological, etymological, and lexicological fascinate her and she is most knowledgeable in these fields, among others. She is well versed in the Indians of our Southwest and their art. Well traveled, she is expert in matters of food and wine, knows and enjoys music of every genre, and is an accomplished needlewoman.

Were we required to select one adjective with which to describe her, it would have to be "generous". She shares her knowledge and experience with us, broadening our ability to serve our braille-reading clientele. She has done this through personal consultation, innumerable workshops, articles, and monographs; we all know that we would not have our present Textbook Format Code without her labors. Thus she has shared with us countless hours of meetings, study, research, writing, proofreading, rewriting and

editing—all for the benefit of readers and transcribers.

She eagerly shares the most difficult of transcriptions and happily undertakes the toughest portions thereof herself.

She has shared magnanimously of her access to material resources, many times without the knowledge of the beneficiaries of her generosity. Our own group's advances into computer-assisted braille transcription are, in great measure, due to her largesse.

On a personal level, she is a delightful traveling companion, with whom I have shared learning that an expert is "someone from out of state", that there are places where they inquire as to your choice of dressing for a Crab Louie, and crazy card games she acquired from waiters in an oriental hotel! Together, we have successfully navigated Canadian immigration and customs, patiently convincing incredulous inspectors that we have come to share with our Canadian friends, not to usurp employment from them nor to take business from their publishers!

It would take hours—nay, days—to enumerate her contributions to all of us and to braille readers everywhere. In recognition of the extent and significance of her work, CTEVH is honored to present to Elizabeth C. Smith this Certificate of Appreciation.

Joyce Van Tuyl

**CONFERENCE '88
JOINING HANDS TO MAKE A DIFFERENCE**

We EACH make a difference in the lives of the visually impaired individuals that we serve. The 29th CTEVH Conference, March 17-19, will focus on the unique skills and talents we each have. Our theme, "Joining Hands to Make a Difference," is of special significance, because members of the National Braille Association will be joining with us for their Regional Conference. We welcome the NBA members, who will be sharing their ideas and expertise with us.

The Conference will be held at the beautiful Irvine Hilton Hotel, in Irvine. The hotel is minutes from the John Wayne Orange County Airport (with free hotel shuttle bus service provided, to and from the airport). The hotel is located at the Jamboree offramp of the San Diego (I-405) Freeway in the heart of Orange County, within minutes of the beach and Disneyland.

Those of us already working on the conference committee, are excited to be able to help plan a terrific conference in a part of California that is much like CTEVH itself - growing, changing,

and preparing for the future.

This conference is for everyone! There will be workshops for transcribers, teachers, administrators, instructional aides and para-professionals, parents, rehabilitation professionals, consumers, students, and volunteers. If you are interested in organizing a workshop, panel or other presentation submit your proposal to the Conference Co-Chairs:

Fred Sinclair and Jane Vogel
c/o Jane Vogel
10910 San Leon Avenue
Fountain Valley, CA 92708

**DEADLINE FOR RECEIPT OF PROPOSALS IS
SEPTEMBER 18, 1987.**

Special consideration will be given to proposals that focus on the conference theme, JOINING HANDS TO MAKE A DIFFERENCE. Please use the Workshop Proposal Form (below).

Jane Vogel
Conference XXIX Co-Chair

WORKSHOP PROPOSAL FORM

Title of Presentation/Workshop: _____

Name of Proposer: _____

Position/Title: _____

Address: _____

Agency Affiliation (School District, etc.): _____

Business Phone: _____ HOME PHONE: _____

Type of Presentation: _____ Workshop _____ Panel Presentation _____ Single Presentation

Summary of the Proposed Presentation

Attach one copy of a brief description (200-500 words) of the proposed presentation to this form. If applicable, indicate other participants on the program and their roles. Include the following information for each: Name, employer, address, program role.

(Retain a copy of this proposal form and presentation summary for your records.)

DEADLINE: SEPTEMBER 18, 1987

GIFTS AND TRIBUTES

Contributions to the Katie N. Sibert
Memorial Fund have been received from:

Betty Brudno
Ron, Florence & Joel Burke (In memory of
Clayton Roy Taylor)
Gail Calvello
Nancy Chu (In memory of Clayton Roy Taylor)
Aikin Connor (In memory of Clayton Roy Taylor)
Jane Corcoran (In memory of Betty Smith)
Jane Corcoran (In memory of Harriet Smith
Flambures)

Bettie Lou Dunlap-Easter
Education Employees Recognition Fund
(In memory of Clayton Roy Taylor)
Dorothy Joe (In memory of Clayton Roy Taylor)
Betty Joiner
Barbara Jones
Norma Schechter (In honor of Betty Smith)
Billie Anna Zieke (In memory of Clayton Roy
Taylor)
Billie Anna, Bob, Paul & Ross Zieke
(In memory Betty Smith)

CONTRIBUTIONS TO THE CTEVH GIFTS AND TRIBUTES FUND

will be used to improve services to the visually impaired.
Make checks payable to CTEVH and mail them to:

CTEVH GIFTS AND TRIBUTES
152 HAMILTON CT.
LOS ALTOS, CA 94022

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE



OUR SPECIALISTS SAY :

REVIEW OF THE ROMEO EMBOSSE

The Romeo Braille Printer is not a modified ink-printer or braille but has been designed specifically as a braille embosser. Careful development has led to ease of operation, reliability, and the ability to interface quickly and easily with any computer system.

Its specifications and characteristics are:

- 20 characters per second bidirectional printing
- Centronics compatible parallel interface and RS-232C serial interface (45.5 to 38,400 baud)
- A 12,000 byte buffer (12 braille pages)
- 1.5 to 13.25 inch paper width with 42 cell maximum line length
- Able to emboss on plastic film
- Adjustable dot height (0 to 0.024")
- Graphics capability

Sixteen separate configuration menus can be permanently stored in nonvolatile RAM and easily selected by the press of a simple key sequence to change from one menu to another or from one host device to another device. A configuration menu is set up using the sixteen key numeric keypad located at the lower right-hand corner of the unit. Thus, there are no tiny dip switches to change or a need to read any braille to be able to alter the Romeo Braille's operation.

The keypad is a calculator style layout with an additional four keys in the right-most column. The uppermost key in this column is the On-Line/Off-Line toggle, the next lower key is for line feed, the next downward key is for form feed, and the lowermost key is the view key. The view key allows the operator to advance the page momentarily in order to read the line currently under the platen.

The User Guide is humorous and well written

and contains sections on technical specifications, getting acquainted, use of the keypad, configuration menus, ASCII, braille tutorial, graphics, getting it all together, service, and a quick reference guide. Configuration menus are described for the IBM PC/XT, APPLE Super Serial Card, and HP-125 & 150. The service section contains 14 pages of detailed servicing instructions with an additional three pages of component finder drawings.

Currently only two software packages - Lorin Software and Raised Dot Computing - take advantage of the graphics capability of the Romeo, but other packages may be easily modified for graphics application on the Romeo. Graphic features include 4 or 6 dot graphics with 55 or 110 characters per line. Text and graphics may be mixed on the same page. The Romeo has two unique 80 column modes. When the 80 column horizontal mode is active, the first 40 characters of lines up to 80 characters long are printed on the first page and the remaining characters in the lines are printed on the second page. The pages can be taped together at the perforation for easy reading and checking of 80 column pages or screens. With the 80 column vertical mode active the same information is printed vertically on the page. After printing, the two pages are advanced out of the printer and when rotated 90 degrees to the left they can be easily read as one continuous double width page.

Different musical tones are produced by the Romeo to indicate the status of the embosser or to inform the user of an incorrect key sequence. For example, "Romeo & Juliet" is played if the unit self-tested OK and Chopin's "Funeral Dirge" plays if it failed.

The ASCII interface sockets, consisting of a 36 pin Centronic parallel connector and a 25 pin male RS-232C serial connector, are clustered

in the upper right hand corner of the unit with the power socket, fuse, and ON/OFF power switch. A small fan exhausts air through an array of small holes midway between the sockets and the keypad with air intake holes along the left side of the unit.

The whole unit is encased in a sturdy aluminum suitcase of the airline carryon size and when the lid is closed the unit is waterproof. Two handles on the face of the unit make for easy removal for servicing after removing four hold down screws. The PC board and embosser head are modular for easy field service.

The embossing platen can be turned over, by removing the thumb nuts from the platen studs at each end, for producing graphics with almost solid lines. In the normal position three solenoid-driven pins strike paper into dies in the platen producing excellent quality braille. The paper is fed from the front under the platen across adjustable width tractor feed pins and drops over the back for easy loading and feeding of continuous tractor feed type paper.

Enabling Technologies warrants the unit against defective parts and workmanship for only 90 days. To avoid recertification fees, a one year service agreement must be purchased at the end of the

90 day warranty period.

The Romeo is truly portable and is an appropriate embosser for use on the job, at home, or in school. It measures 21.5W x 13.5D x 6.0H (inches) or—with the cover on—8.0H (inches) and weighs 31 lbs.

Two models of the Romeo are now available: the RB-20 (20 char/sec) for about \$2,750 with 60-day delivery and the RB-40 (40 char/sec) for about \$3,495 with a 90-day delivery. Contact Enabling Technologies, Inc., 3102 S.E. Jay Street, Stuart, FL 33497, (305) 283-4817, or Ellen Rudykoff, Western Regional Office, 512 Lakemead Way, Redwood City, CA 94062, (415) 364-8310 for current availability and pricing.

[APPLE Super Serial Card is a trademark of Apple Computer, Inc.]

Centronics is a trademark of Centronics Data Computer Corp.

HP-125 & HP-150 are trademarks of Hewlett Packard Co.

IBM PC/XT is a trademark of IBM, Inc.

Romeo is a trademark of Enabling Technologies, Inc.]

Diann and Ken Smith

CTEVH Computer-Assisted Braille
Co-Specialists (Northern California)

MEMORANDA TECHNICA

INTRODUCTION

These are technical notes generated by hours of experimenting with ways of working with what was available to me in the Sensory Aids Learning Center at the Braille Institute in Los Angeles. My reason for constructing an article this way is to assist those new to computer use, and to address problems found by those already familiar with the things. The article will address both novices and experienced users, so everyone will benefit.

NEW USERS

So you now have a new machine unboxed, sitting in front of you. Its keyboard is packed with symbols you may have encountered in high school math, and may have such arcane labels as "PRT-SCRN", "CTRL", "ALT", "PGUP", and the like. The TV-like screen and case where the disks go dare you to do something. The documentation, contained

in several binders, is unintelligible, with references to "DOS", "batch files", and "paths". Now what?

The best and most effective way of dealing with all this is to purchase or borrow a book titled **PCDOS-MSDOS**. It is written by Peter Norton, copyright 1984. For blind users, Recording for the Blind has it available on tape. Another great book is **RUNNING MSDOS**, written by Van Wolverton, copyright 1984; another edition of the book is now available with updated material. Both books were found in B. Dalton's, Waldenbooks, and Chatterton's.

Suggestion: Users' Groups are an excellent way to learn how to get the best from your machine. For those interested, I can provide a list of groups close to your area. Most require some annual dues to join, but are not expensive - \$24 being the highest I found.

Because most of you will be transcribing or

generating text using a computer, with the purpose of hardcopy braille as the end result, I will present my notes with that aspect of computer use in mind.

COMPUTERS

Computers are specialized business tools or machines performing specific functions, such as transcription, writing letters, managing data, recreation, and personal use. You learn to use a computer the same way you learned to use the braille or typewriter: by hunkering down and working with it, making mistakes, growing with it.

You do not need to be a programmer to operate the machine. Most of what you do on the computer will be using programs already written for you. The rest will be file management and organizational work.

Every computer has a keyboard with which you communicate your desires to the machine. Some keyboards have a better "feel" to them than others. Experiment—if you don't like it you can probably find one that will fit your tastes.

Computers have a case containing the central processing unit (brains), the memory (scratch-pad area), graphics card (optional), and disk drives. We'll get back to the disk drives later.

PRINTERS

The case also contains something called either a serial port or a parallel port, which are also known as communication ports and printer ports. If you are using a serial printer, such as MBOSS or Thiel, the printer connects to the serial port by means of a cable. If you get a printer such as the TSI VersaPoint or the Enabling Technologies Romeo, it will have both serial and parallel ports. I choose parallel ports for printers, as they are easy to connect, and if the cable is lost or broken, you can purchase a replacement in any computer store that sells printer cables.

In order to understand serial and parallel, there are two other words one must know—bit and byte. A bit is a choice between two conditions, such as a zero or a one, or an off and on; a byte is usually a single character, typically consisting of eight bits.

In serial connections, all the 'bits' (a 0 or a 1) that comprise a character are sent between two devices through a single wire, one after the other.

On the other hand, parallel connections between two devices have a separate wire for each part (bit) of a character, so multiple bits are transmitted simultaneously.

DISK AND DISK DRIVES

Disk drives are specialized recording and play-back units capable of storing and retrieving data recorded on a disk. Think of it as a record player. Disks are round flexible plastic things contained in square envelopes. The disk revolves in the envelope at 300 times a minute. The medium used to store data on the disk is a magnetic oxide flux similar to the coating on audio tape cassettes. Instead of storing voice or music, a disk stores binary information that the computer reads and can understand. To do this, it needs a disk operating system.

DISK OPERATING SYSTEMS

The Disk Operating System, or DOS, is the way your computer knows where data has been put on the disk and how to retrieve it so you can use it. Properly, it is really a file server, but everyone says it is an operating system, so I won't belabor the point.

DOS lets you know it is ready for action by displaying a prompt. Usually it is a letter followed by a greater-than symbol, or a right bracket symbol.

A>]

When you type the name of a program to run, or type a command to run a program, and press the ENTER or RETURN key, you tell DOS to execute the command. The program, residing on disk, moves into memory and is executed.

If you type something incorrectly, DOS cannot tell you "Um, Fred, you didn't do that right." It will say either:

BAD COMMAND OR FILE NAME

or

?SYNTAX ERROR

leaving you to figure out what you typed wrong or left out. We are not to the point where the computer can tell us something was wrong or incorrect, and suggest an alternative.

PERIPHERALS

Peripherals are devices attached to the computer. They include printers, print buffers, modems,

and the like. The sum of computer plus peripherals is called a system.

WORDS OF ADVICE

Experiment, try things out and see what results. Always make backup copies of your original disks. Always. Never assume something will work just because the dealer said it would. Make them show you it works. Be cautious and ask questions, even if you think they sound dumb. Most people make mistakes because they thought the question was dumb and did not ask. After you gain some experience with the machine, be careful. This is the time where you think you know everything, and mistakes can happen. Keep a journal or lab book. If you have problems with the system, documentation will support warranty claims. Know what you've bought or what you are using. You don't have to be a mechanic in order to know how to drive a car, but it is helpful if you know it is a four or six cylinder, has air conditioning, and seats four or six people.

EXPERIENCED USERS

Hard Disk Users: Hard disks are very handy, especially when you are storing large amounts of material, running a complex program, or using

the computer for purposes other than transcription. For example, the Duxbury translation program uses lots of disk space when it generates its working, formatted braille and unformatted braille files. (A 20 megabyte hard drive now costs \$450.00 for use in an MSDOS based system.)

To maintain files on such a hard disk system you must have some means of knowing where files are, deleting them effectively, making copies, and organizing everything.

The **Norton Utilities**, **Mace Plus**, and **XTREE** are file and disk maintenance programs designed for floppy and hard disks. **Mace Plus** is used only with the hard disk. Deleted file? Reclaim it with **Norton Utilities** or **Mace Plus**. Need to see what SECT001.BRF really is? Use **XTREE**.

You can find all three programs at a low cost at Egghead Software, located all over California.

My next article will discuss some experiments I have made in taking **WordStar** files and printing them in contracted braille on both the Thiel and Cranmer Modified Perkins Brailier.

Francis C. Daniels
CTEVH Computer Specialist

BIOLOGICAL TACTILE DIAGRAMS

The Tactile Diagrams Research Project of the Education Department, Loughborough University of Technology in England has a catalog of biological diagrams. The diagrams have been successfully used with children as young as nine years.

Vacuum-formed Brailon copies of diagrams of histology, circulation, breathing, skin, digestion, excretion, nervous system, endocrine glands, eye, ear, taste, skeleton, teeth, sexual reproduction, plant histology, the leaf, vegetative reproduction, flower biology, micro-organisms, marine biology, insects, and genetics are available for a very nominal price.

For price and further details contact:

Mr. R. A. L. Hinton
Tactile Diagrams Research Project
Department of Education
University of Technology
Loughborough
Leicestershire LE11 3TU
U.K.

Jane Corcoran
CTEVH Tactile Illustration Specialist

THE CASSETTE RECORDER AS STUDY AID: RECORDING ACCESSORIES

Recording transcribers, forgive me! I'm neglecting you. I've let my workshop topic, "The Cassette Recorder as Study Aid", spill over into this TCT article. When my workshop report ran to four pages (three was the recommended maximum), I decided to dump the remaining information on helpful recording accessories for the VH student here.

But, please, don't tune out. You may need this information when inquisitive students or educators contact their local recording expert (you). If you've read at least this far, you've also earned a delicious bonus tidbit of information on how to obtain a recording on the life of Alexander Scourby, the premier narrator of over fifty years for the National Library Service for the Blind & Physically Handicapped. You may request this ear-opening and inspirational tape, "Narrated by Alexander Scourby", from Public Relations Dept., AFB, 15 W. Sixteenth Street, New York, NY 10011. As a recording transcriber, you will be enthralled, I promise. So, are you happy? May I continue?

The five recording accessories described here (the patchcord kit, battery recharger, telephone pick-up, foot-switch, and headphones) are not difficult for the VH student to obtain. Each is inexpensive (from \$3 to \$20). Each is readily available from commercial electronic stores like Radio Shack or from organizations like American Printing House for the Blind in Louisville, Kentucky. All of them are simple gizmos which can effectively expand the cassette recorder's capabilities as a study aid for the visually handicapped.

PATCHCORD KIT

A patchcord kit can be used to copy recordings. It connects two recorders so that a direct, electronic recording can be made. The most often used patchcord has two mini (3.5 mm) plugs on either end of a length of cord. One plug is placed in the "out" jack of the player with the original recording, and the other is plugged into the "in" jack of a recorder that contains a blank cassette. The patchcord can be used by the VH student to copy cassettes, to make condensed study cassettes by excerpting material from a pre-recorded cassette, or to compile research for term papers. The patchcord kit will have

many other size plugs to handle a variety of copying situations. It can be used with a phono-type plug to convert a recording from a flexi-disc to a cassette for easier use. The kit is very simple to use, and will make a copy that will be almost identical in quality to the original recording.

BATTERY RECHARGER

A battery recharger will pay for itself, and is a must for a student in lecture situations. It allows a student to record lectures using lightweight, inexpensive commercial recorders without running down expensive batteries. Initially, the rechargeable batteries and special charger will seem expensive (\$20-\$25), but if a student has two or three lecture classes in a semester that money would be eaten up anyway by disposable batteries. In contrast, the rechargeable batteries can be recharged and ready for next semester's classes.

TELEPHONE PICK-UP

The telephone pick-up is a handy little gadget. At one end of a cord is a suction that attaches to the back of a telephone earpiece. The other end is a mini plug that fits into a cassette recorder's "in" jack. It will record a phone conversation for future reference. It can record the title and author of a book when a student calls a book store or reference librarian. It also can record a phone conversation with a reader or tutor. It will save a student from trying to hear information over the pounding of his Perkins braille, and capture the information exactly as it is given.

FOOT SWITCH

A foot switch keeps a student's hands free for other things. When plugged into the remote jack of a cassette recorder, it allows the student to stop, record, and playback using a foot pedal. It is useful when transcribing from a recording to braille, type, or large-print format. For its usefulness, the foot switch should cost more; it generally costs between \$6-\$8.

HEADPHONES

Most students already use headphones to study in public places. If they're using bulky,

uncomfortable headphones, though, they may be less than thrilled with their study sessions. Students can easily and cheaply (under \$10) purchase lightweight, comfortable headphones that have good quality sound, and also still allow sounds to be heard from the surrounding environment. By picking a comfortable pair of headphones, a student can reduce at least some of the pain associated with prolonged study.

All of these accessories (except the lightweight headphones) can be obtained by mailorder directly from General Electric. Price and ordering information has been recorded on cassette by the Braille Institute Recording Department for

easy student access. The cassette also contains step-by-step instructions on copying cassettes using a Library of Congress player and an APH recorder (Model 3-5194A). It is available for \$1.13 (plus sales tax where applicable) by contacting:

Braille Institute Recordings
741 N. Vermont Avenue
Los Angeles, CA 90029
(213) 663-1111, ext. 265

Leslie Burkhardt
CTEVH Recording Specialist

COMPUTER NOTATION

ATTENTION: MATERIALS FOR *INTRODUCTION TO THE NEW COMPUTER BRAILLE CODE* (Workshops 102, 202, 302, Conference 1987) have been duplicated and are available for purchase. Send your request to Aikin Connor, 721 Capitol Mall, Sacramento, CA 95814, and include a check to CTEVH for \$3.50.

The first, and most important, step in beginning to transcribe a computer text is to structure the text. The entire book needs to be examined. You cannot simply glance through a text and decide on headings, subheadings, etc., and then begin to transcribe, as you might with a literary or Nemeth text.

Both the Code and the CTEVH presentation give many ways to recognize the material that must be transcribed in computer notation. Much of every book will be transcribed in the primary code, but some material that would seem to be literary in the first chapters might turn out to require computer symbols later on. For instance, the names of programs might initially be simple words. Later in the book program names might contain symbols or numbers that will have to be transcribed in computer notation. In this event, all program names should be transcribed in computer notation.

Important decisions that must be made when structuring the text, and before transcribing begins, are:

1. Deciding on the primary code:
Usually textbook format code. Nemeth code if the book has many mathematical expressions throughout.
2. Designating the type style:
Program lines should usually determine the type style which will be the main representation of computer notation.

Material that is to be entered by the user will usually be designated as the second representation of computer notation.

Occasionally a third representation is necessary for material such as underlining, color change, etc.

3. Designating the representation of upper and lower case letters in computer notation:

Programs are usually the best indication of the case used for letters, but embedded material must be perused for occurrence of letters in computer notation before a final decision concerning whether the Caps Lock indicator will or will not be used.

4. Designating shapes:

All shapes in the book should be noted and a list made of those that need the shape indicator as well as the braille symbols that will be used for their representation.

5. Designating Computer Braille Code symbols:

Make a list of the graphic symbols that are used in the text. Compare this list with the list of CBC symbols, and make the adjustments necessary for any differences.

6. Format:

Look at programs and other displayed material. Decide whether format should be that of the print or should follow the indentation rule of the CBC.

If there is any part of the structuring that gives you a problem, I will be happy to help you structure the text. And don't hesitate to call on me for any other help you may need.

When the text is thoroughly structured to your satisfaction, begin transcribing. The rules and indicators of the CBC should now be easy to use.

Elinor Savage, CTEVH Specialist
Braille Computer Notation

UPSTAIRS, DOWNSTAIRS!

When you have used a superscript or subscript indicator to "leave the lobby" (the base-line), you must be sure that, when you again wish to be back on the base-line, you are indeed at that location.

What cancels the effect of a level indicator?

1. Another level indicator

a. X_{3n}

The sub sub indicator preceding the n cancels the subscript indicator preceding the 3.

b. $x^2 + 1$ 

The base-line indicator, dot 5, cancels the effect of the superscript indicator preceding the 2. (The base-line indicator is, itself, a level indicator.)

2. The punctuation indicator

$$X^2. \quad \begin{array}{cccccc} \bullet & \bullet & \cdot & \bullet & \cdot & \cdot \\ \cdot & \cdot & \cdot & \bullet & \cdot & \bullet \\ \bullet & \bullet & \cdot & \bullet & \cdot & \bullet \end{array}$$

The punctuation indicator cancels the effect of the superscript indicator preceding the 2 and returns you to the base-line.

3. The mathematical comma when it is NOT a numeric symbol.

$$x^2, x^3 \quad \begin{array}{cccccc} \bullet & \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet & \bullet \\ \bullet & \bullet & \bullet & \bullet & \bullet & \bullet \end{array}$$

The comma after the 2 cancels the effect of the superscript indicator preceding the 2 and returns you to the base-line.

4. A space (or transition to a new braille line) when it is followed by literary or unrelated text.

A_k is the coefficient of x^k .

The space before the word "is" cancels the effect of the subscript indicator preceding the k and returns you to the base-line.

5. A space or transition to a new braille line which is followed by a symbol of comparison.

$$2^x < 3^x$$

The space preceding the less than symbol cancels the effect of the superscript indicator preceding the x.

You must always keep the above in mind when you have used a superscript or subscript indicator, so that you're sure you are on the level you desire. There are a number of situations in which transcribers tend to forget this fact. These include (but are not limited to!) the following.

- A. The space which follows a symbol of comparison (as opposed to 5 above) preserves the level in effect.

$$\int_{u=a}$$

The space which follows the u above cancels the effect of the level indicator (see 5 above); therefore, since the = sign is to be at the first subscript level, the subscript indicator must be used. The space which follows the = sign preserves the level in effect; therefore, the a is at the first subscript level and no indicator is required with this a.

- B. The hyphen does not cancel a level indicator.

xⁿ-dimensional system

$$x^n\text{-dimensional system}$$

The hyphen does not cancel the effect of the superscript indicator preceding the n; therefore, since it is desired that the hyphen and the material following it be on the base-line, it is necessary to use dot 5 (the base-line indicator) in order to return to the base-line.

- C. The dash does not cancel a level indicator.

6² — or 6 × 6 — is 36.

$$6^2 \text{ — or } 6 \times 6 \text{ — is } 36.$$

The dash which follows the superscript 2 does not cancel the effect of the superscript indicator which precedes the 2. Therefore, it is necessary to use the base-line indicator to return to the base-line.

D. The radical sign and radical termination indicator do not cancel the effect of a level indicator.

a. $(r^2\sqrt{r})^2$

The radical sign does not cancel the effect of the superscript indicator preceding the first 2; therefore, since it is desired that the radical sign be on the base-line, dot 5 (the base-line indicator) must precede the radical sign.

b. $\sqrt{x^2 + y^2}$

The termination sign does not cancel the effect of the superscript 2 on the y; therefore, dot 5 (the base-line indicator) must precede the termination sign. (Remember that a radical must always be terminated at the same level at which it was initiated.)

E. Cancellation indicators do not cancel the effect of a level indicator.

$x^2\cancel{y^2}$

The opening cancellation indicator does not cancel the effect of the superscript indicator preceding the superscript 2 after the x; the closing cancellation indicator does not cancel the effect of the superscript indicator preceding the superscript 2 on the y. Therefore, dot 5 (the base-line indicator) must precede both the opening and closing cancellation indicators.

F. Fraction indicators do not cancel the effect of a level indicator. (Neither does a fraction line.)

$\frac{a^2}{b^2}$

The fraction line preceding the b does not cancel the effect of the superscript indicator which follows the a; the closing fraction indicator does not cancel the effect of the superscript indicator which follows the b. Therefore, dot 5 (the base-line indicator) is required preceding both the fraction line and the closing fraction indicator.

G. Modification indicators do not cancel the effect of a level indicator.

$\overline{x_n}$

The "above" indicator does not cancel the effect of the subscript indicator preceding the n; therefore, dot 5 (the base-line indicator) must precede the "above" indicator.

Whenever you want to know whether a previously used level indicator is still in effect, check the list of 1 to 5 above. If you do not find that you have utilized one of those items, the level indicator is still in effect, and you will have to take "steps" in order to cancel it.

JUST A REMINDER

One thing I find I must always watch for when proofreading material (whether my own, or someone else's), is catching misformed characters. An omitted dot, an inserted or misplaced dot, a reversed character—whether or not it has to do with coordination, haste, or carelessness—can result in some crucial misunderstandings!

Many of these errors are so common one must truly concentrate to guarantee accuracy. This applies whether you use a Perkins or a computer. The accuracy of the braille and the proofreading is of vital importance. Many errors can totally mislead the reader as to the intent of the material.

I will always remember the young 8th grade girl who caught me in an embarrassing mistake (both in the brailleing and the proofing) that involved just one extra dot. I mistakenly added a dot 5

to the letter "L". The sentence had to do with the "whole" town and you can see how it changed the entire meaning of the sentence!!

This was not of earth-shaking importance to the student—it merely gave her something to kid me about for a long time to come. However, there are times when it CAN be critical to the reader.

Some examples of commonly misformed (and overlooked in proofreading) characters appear in the sentences that follow. The correct forms are shown in parentheses at the end of each sentence.

Let's all try to avoid these common mistakes so we can concentrate on the more complicated and difficult problems. I'll try—will you?

The image displays a 10x10 grid of 100 small 3x3 dot patterns. Each pattern is a 3x3 grid of dots, where the dots are either black or white, forming a digit from 0 to 9. The digits are arranged in rows, with some digits appearing multiple times. The digits are represented by black dots on a white background.

LITERARY BRAILLE POTPOURRI

Was Louis Braille Illogical?

When you first learned the braille alphabet, were you told that the first row of ten letters contained only dots 1-2-4-5 and formed the base of the system; and that by adding dot-3, you got the second row of ten letters; the last row, when dots 3-6 are added, doesn't quite fit the pattern, especially "w" which contains only dot 6. Did you ever wonder how this neat "decimal system" happened to go astray when Louis Braille invented it?

Well, he wasn't illogical at all—he was French, not English, and the French language doesn't use the letter "w" (except in words which have crept in from English in recent years). However, French does contain a number of accented letters. Bearing this in mind—voilà!

a	b	c	d	e	f	g	h	i	j
o- o-	oo oo	o- o-	oo oo	o- o-	oo oo	o- o-	oo oo	o- o-	oo oo
o- o-	o- o-	oo oo	o- o-	oo oo	o- o-	oo oo	o- o-	oo oo	o- o-
k	l	m	n	o	p	q	r	s	t
o- o-	oo oo	o- o-	oo oo	o- o-	oo oo	o- o-	oo oo	o- o-	oo oo
o- o-	o- o-	oo oo	o- o-	oo oo	o- o-	oo oo	o- o-	oo oo	o- o-
u	v	x	y	z	ç	é	à	è	ù
o- o-	oo oo	oo oo	o- o-	oo oo	oo oo	o- o-	oo oo	o- o-	oo oo
oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo
â	ê	î	ô	û	ë	ÿ	ü	œ	
o- o-	oo oo	oo oo	o- o-	oo oo	oo oo	o- o-	oo oo	o- o-	
oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	

Our "w" is the next open position, in the dot-6 row.

That Pesky Letter Sign Again

In a science-fiction story, the hero has to press certain buttons on the space-ship control panel, marked: CTRL-B, CTRL-F, etc. Can these be done like ordinary hyphenated compound words, with a double cap in front and that's all?

Nope, not really, because the CTRL is the abbreviation for the word "Control", and the letter which follows is truly a letter, not an alphabet contraction. So you'd have to braille it as:

oo oo	o- o-	oo oo	o- o-	oo oo	o- o-	oo oo	o- o-	oo oo	o- o-
oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo	oo oo

Who's On The Line At NLS?

When Maxine Dorf retired, we were instructed to address our braille questions to Dick Evensen. After the tragic accident in January which cost the lives of Dick and his wife, we are now to direct our braille problems to John Wilkinson, at the same number, 1-800-424-8567.

(Remember, of course, to exhaust your local sources first: your Manual, the Krebs "Transcriber's Guide", local professional proofreaders, and experienced and knowledgeable braillists within your group. It's not fair to bother Washington with a question that can be answered by using the index to the Green Krebs, now, is it?)

"Two Nations Separated by a Common Language"—Some Comparisons Between British and American Braille

We all know that when we cross the briny, an elevator becomes a lift, a car hood becomes a bonnet, its trunk a boot, etc. These fascinating differences carry over into braille.

Our "double capital sign" is the British "block capital sign"; our "double italic sign" is their "string italic sign"; our punctuation "period" is their "full stop and abbreviation point"; our "parenthesis" is their "round bracket"; our "double dash" is their "long dash", etc.

However, there are many substantive differences as well. Dr. Susan Spungin, Chairman of BANA, has given permission for the discussion of a few brief excerpts from the "BANA/BAUK Code Comparison", prior to its publication for use at the 1988 International Conference.

In literary braille, we use the ordinary grammatical comma, dot 2, to separate groups of digits in a long number such as 2,375,803. The British use dot 3 instead. Our decimal point, dots 4-6, in British braille is dot 2.

Also, in both fully capitalized and fully italicized hyphenated compound words (e.g., SELF-CONTROL, *self-control*) we place a double capital or single italic before the first portion of the word, and its effect extends across the hyphen to cover the entire hyphenated compound. The British capitalize and italicize each portion separately. (This may seem a bit clumsier to us, but on the

other hand they have no need for the termination sign when only part of the word is capitalized or italicized: e.g., SELF-control, *self-control*.)

The British still retain the use of the "natural pause rule". In this country we eliminated it in 1980, to facilitate computer translation programs at that time. I asked what they did about it in their computer-produced braille, and their answer was simple: "We use skilled blind proofreaders

who spot the computer's occasional glitches."

Hmmm . . . Reminds me of the baffled blind student who tried to figure out

o- o- -- oo o- oo oo
--o --o --o o- --o o- oo

Norma L. Schecter
CTEVH Literary Braille Co-Specialist

COMPUTER-ASSISTED BRAILLE TRANSCRIPTION: N L S CERTIFICATION

[NOTE: The following was excerpted from a letter to Norma L. Schecter from Miriam M. Pace, Ass't. Chief, Materials Development Division, Library of Congress, National Library Service.]

. . . (T)he National Library Service . . . is now accepting lessons and trial manuscripts prepared with computer-assisted transcription. This decision applies to all braille training courses. The indication "CT" for computer transcription will no longer be required on Library of Congress Certificates. Only programs which require direct user input of braille characters and formats and which do

not employ Grade 2 translation systems may be used. Assignments must be submitted in hard copy braille. The required line length must be fully utilized, with hyphenation used where appropriate.

To implement computer-assisted assignments in a fair and equitable manner, all braille training course applications have been revised to include questions and directions for computer users. They also include a verification of completion statement for all students to be signed by the group chairperson. . .

LARGE TYPE

There is a new large type publisher coming to California in the near future. The firm's books are now being published in England, but will soon be done in Santa Barbara. They will be doing adult best sellers and beautiful children's books, many of them Newberry award winners. Catalogs are available by calling Euzetta Williams at ABC-CLIO, 1-800-824-2103, ext. 130, or write: ABC-CLIO, 2040 Alameda Padre Serra, P.O. Box 4397, Santa Barbara, CA 93140-4397.

One of the children's books was shown in the Large Type workshop at Conference in Sacramento and

suggestions and compliments have been forwarded to the publisher. The children's books are small in size, the print is really black, the paper non-glare, and the price is comparable to other publishers—\$12.95 to \$15.95. For school, people, if reading of large type is written into the student's IEP, LIF funds can be used to purchase books—at least this is the way I understand the funding at this point. Check it out.

Marian Wickham
CTEVH Large Type Specialist

Generally Speaking

MICRO BRAILLING

[The statements made in this article pertain to the Micro Braille Program, only]

Some people (especially agencies) buy computers to run our program, but because they are busy, do not try out the equipment right away. Maybe they wait from three to six months and then find there is a problem with the equipment's not being completely correct to run the Micro Braille Program. By then, their 90-day warranty has run out and cannot be exchanged for the right equipment such as a CGA or EGA card, keyboard, etc., without paying extra money.

In order not to run into these hassles you should check your newly purchased equipment right away so you can exchange whatever might be necessary to produce braille dots either on the screen or on a printer or embossing machine.

When you call us to ask about printers and/or embossers, PLEASE, use the right term. When you say "printer", we assume you mean a machine that prints simulated braille dots, and will start answering your questions in that vein (which wastes your time and does not answer your question properly) until we discover you are really talking

about an embosser.

When you are "picking up lines" using the ALT-8-9-0 function, lines can be picked up in any order (skipping lines if you want).

When you have the message "HEADING WILL BE" on the screen, and braille in your Running Head, if by accident you make spaces after the Heading before hitting ENTER, your Running Head will not center properly. Be sure your Cursor is at the end of the braille heading before hitting ENTER. Remember, a space is a character to the computer, and it will count the same as your visible characters.

We get many calls about whether our program is capable of changing margins. No, it is not. I have been suggesting to put a braille character where you want to stop, and then go back later and erase it. Another suggestion was made to put a string on the monitor when wanting to use only 30 cells for 8-1/2" paper, which I think is a much better idea.

Lou Ella & Norman Blessum
Micro Braille Transcribers

NEW LITERARY BRAILLE CODE REVISION

Almost 50 years ago, when I was a cub reporter on the UCLA Daily Bruin, I used to dream of rushing to the editor shouting "Stop the presses!" At last my time has come—Aikin, stop the presses!

The new revision of ENGLISH BRAILLE AMERICAN EDITION is available in print and braille from the American Printing House for the Blind (see notice, below). We understand there is a good chance that the Library of Congress may again provide copies to certified braillists.

The letter sign is required when:

(1) Any letter immediately follows a number or is joined to it by a hyphen.

[This means ANY letter—capital or lower case, with or without bottom dots, with or without a hyphen.]

Proper names appearing in sequence should be italicized as separate items. Ex.:

[I'm using the typed notations : and :: to indicate italics.]

Read: ::East Side, West Side; ::Little Women; and ::Babbitt.

Refer to: ::Time; ::The Reader's Digest; or ::The New York Times.

::The Waldorf, ::The Plaza, and ::The Americana are famous New York hotels.

[This changes the old rule about a "series of names of books, publications, ships, pictures, hotels, and the like". Don't yet know how, or if, it will affect a series of names of people.]

Anglicized Words and Names: Words and names which appear in the same typeface as the surrounding English text are considered as anglicized words in braille, and all applicable contractions should be used. Ex.:

Tour surprise, El Ranchito's menu included quiche and blintzes.

Signorina Ferra Le Baron de Rochefoucauld
Le Comte de Paris

"Herr Professor Strauss, meet mon ami Jones."

We heard the opera "Die Meistersinger".

[Note that it says "in the same typeface as the surrounding English text", which means this doesn't apply to long passages of purely foreign material. But golly won't it save lots of time checking to see whether a foreign word or phrase is listed as an entry word in the body of the dictionary? . . . It leaves the decision up to the author; if the author puts the word in regular type, he obviously considers it anglicized; if he considers it foreign, he'll italicize it.]

[The new revision will delete one of my favorite chuckles—the old code referred to "angelicized words"—a carry-over of the old stereotype of the saintly old blind lady with her braille

prayerbook, no doubt?]

WARNING: DO NOT CHANGE CODES IN THE MIDDLE OF THE STREAM! If you are in the midst of a book or other assignment, complete it under the former code rules. Start the rule-changes with a new assignment.

When you receive your copy of the official Revision, insert the new rules in your copy of the "yellow code" at rules 12.a(1), 10.e, and 24.

In your "Green Krebs", the rule about a series of italicized names will replace sec. 10.f on pages 21-22; the new easy rule about letter-sign with numbers will replace 12.a(1) on pages 25-26; the new rule about foreign-vs.-anglicized will replace 24.a on pages 41-42. This will take care of you until the Krebs Publications Committee will be able to issue revision pages.

(And those of you who are using the "Handy-Dandy Yellow Pages" in the Schecter "Braille Transcribing Workbook" should replace the page headed "LETTER-SIGN RULES WITH NUMBERS: Arabic Numbers".)

Norma L. Schecter
CTEVH Literary Braille Co-Specialist
CTEVH Krebs Publications Committee Chair

MAXING OUT YOUR PERSONAL BRAILLER®

For those users of a Personal Brailier® with version 2.4 status who have struggled unsuccessfully to configure for a 40-character braille line, there is hope.

The system configuration I use is an Apple IIe®, a Personal Brailier and a Shufflebuffer® with a 64K memory capacity in-line. The software is BEX/TranscriBEX Version 2.2T. Owners of TranscriBEX can check the BEX Interface Guide for information on cables, cards and ports, and the TranscriBEX software and documentation provides the configuration dialogue.

As is usually the case, the more variables a system has the more difficult it is to find the correct combination that yields the desired result. Such is the case here where one has an "on-off" choice for 78 separate switches—without counting the power on-off! The problem in setting up this

configuration is compounded by the fact that the Personal Brailier manual has "on" and "off" reversed in defining the switch settings, and because it is difficult to identify the "on" and "off" positions of the switches.

Located on the back of the Personal Brailier cabinet are four banks of eight switches per bank. Facing the brailier from the back, Bank #1 is farthest to the right, Bank #2 to the left of Bank #1, etc. Within each switch bank the switches are marked 1 through 8 reading from right to left. Each switch is a rocker switch which means that one of the two ends or tips will be flush with the surface while the other tip is raised. Also, each switch bank is labeled "on" at the top of the switch bank and "off" at the bottom. The description provided on switch settings in the Personal Brailier manual on page 5, 'EXPLORING THE FACTORY SETTINGS' not only is incomplete but backwards—IGNORE

IT. Enabling Technologies properly defines a rocker switch as being "ON" when the rocker is "in" or "depressed" or "flush with the surface" in the on or top position. "OFF" is when the rocker is "in" or "depressed" or "flush with the surface" in the off or bottom position. Simply, if a rocker switch is flush on the top it is ON and if it is flush on the bottom it is OFF. Note: Don't forget that when you read the manual and it calls for a switch to be "OFF" you still have to reverse that and put the switch in the "ON" position, vice-versa, because the manual is backwards. With luck that will clear up a lot of the misunderstanding that has existed.

With the assistance of Ken Smith, CTEVH Computer Assisted Braille Specialist, the following switch settings have enabled me not only to emboss 40 characters per braille line but cut in half the time it takes to emboss a braille page. The reason for the reduction in embossing time is that instead of the emboss-head embossing only from left to right, it now embosses in both directions.

The following switch settings seem to work the best:

PERSONAL BRAILLER	8	7	6	5	4	3	2	1
* Switch bank #1:	On	On	Off	Off	Off	On	Off	On
Switch bank #2:	On	On	On	On	On	Off	On	On
Switch bank #3:	On	On	On	Off	On	On	On	On
** Switch bank #4:	Off	Off	Off	Off	On	Off	Off	Off

**Please note that the switches in switch bank #4 are factory set. They control the embossing and delay timing. It is not recommended that they be altered unless you know what you are doing. I found through experience I need to change these from time to time depending on the paper, humidity, etc.

SUPER SERIAL CARD	1	2	3	4	5	6	7
* Switch bank #1:	Off	On	Off	On	Off	On	On
Switch bank #2:	Off	On	Off	On	On	Off	Off

The above switch setting configuration will work with or without the Shufflebuffer in-line.

SHUFFLEBUFFER	1	2	3	4	5	6	7	8
Switch bank #3:	Off	On	Off	Off	Off	Off	Off	Off
Switch bank #4:	Off	On	On	On	Off	On	Off	Off
Switch bank #5:	Off	Off	Off	Off	Off	Off	Off	Off
* Switch bank #6:	Off	On	Off	On	Off	On	Off	On

Also: SW#1 is set in the rightmost position and SW#2 is set in the leftmost position. These SW's are "Jumpers" or jumper switches and labeled SW in the manual.

*Baud rate is set here at 2400 for all three devices.

Baud rate is kept low in spite of a 19,600 Baud rate capability because experience has shown that with high baud rates a few characters of text at the beginning and end of computer pages are lost as each computer page of text is dumped into the Shufflebuffer.

It should also be noted that with the above switch settings for the system you can emboss up to a maximum of a 40-character braille line simply by choosing your line length parameter when asked in the configuration dialogue of the software.

We have had our Personal Brailer for two years. Our current level of production using the Personal Brailer is approximately 500 pages per week, and we have had our share of breakdowns. In fact, practically anything that could go wrong has gone wrong. The most frequent problems we experience are "pin" failures. That is not to say the pins went bad, but they sometimes fail to emboss properly, due to sticking, usually resulting in paper being torn or dots not being sharp and clean. This problem is attributable to various factors such as dirt, dust, grime, and burrs in the pin sleeves, or a pin working itself out of alignment. Regular vacuuming to remove paper dust and some WD-40* on the embossing pins, NOT the solenoids, helps to solve the pin sticking problem.

*Note: I have recently learned from Enabling Technologies that WD-40 is no longer recommended because apparently it eats away the Teflon coating on the parts. They now recommend that a LIGHT machine oil be used instead of WD-40. More frequent cleaning will be needed.

Other problems over our two-year span have been:

1. Component failure on the circuit boards (usually twice a year).
2. Solenoid failure—the solenoids last unbelievably well but have had to be replaced due to damage from the stress of removing and reinserting them (which has to be done with a vise-grips) for purposes of access to pin sleeves for cleaning.
3. Wiring failure on the wire leading from the emboss-head to the circuit board due to the wire's constant back and forth movement which causes the wire to weaken and break the circuit (once in two years).

Fortunately, I am capable of performing all maintenance that has been required on our embosser, to date. I diagnose breakdown causes and perform repairs, and when I reach a certain

point in my diagnosis that seems to leave me at a dead end, I am able to resolve the problem with the assistance of the service department personnel. If you are not capable of performing maintenance and repairs you can easily create a bigger problem than you initially started with. I can only say that I have never been disappointed with the help given by their service department personnel. They are ALWAYS courteous and attentive to the individual problem and see the problem through until it is solved.

[Trademarks & Copyrights:

BEX/TranscriBEX is copyright 1985 by Raised Dot Computing, Inc.

Apple IIe is a trademark of Apple Computer, Inc.

Personal Brailier is a trademark of Enabling Technologies, Inc.

Shufflebuffer is a trademark of Interactive Structures, Inc.

WD-40 is a trademark of WD-40 Company]

D. 'Barney' Barnett

Prose & Cons Braille Unit

Lincoln, NB 68502

Revised May 12, 1987

ED-IT UPDATE

The manual to be used by braille transcribers with Robert Stepp's ED-IT program is now available. Particulars for ordering are given at the end of this article.

In addition, ED-IT is now out in a new version—Version 9. These additions have been made to the program.

1. A beep sounds at the end of the 24th line of each page to alert you to coming to the end of a page.
2. You can initialize disks with ED-IT.
3. You can copy disks with ED-IT.

Version 9 is the one that will be sent for all new orders of ED-IT. You can also exchange your Version 8 disks for Version 9 disks if you so desire. For those who use a RETURN Page-Numbering command, the 24th line beep is extremely helpful. You will never run past the 25th line and have to enter the page-numbering command by hand. The initialization and copy features save time spent exchanging disks for these chores. However, many people who have been using ED-IT for some time, and who are very comfortable with using the System Master disks, may feel they do not need the new version. It is up to you to decide. Particulars for an exchange are at the end of this article.

For those who do receive Version 9 in an exchange, some small problems have surfaced which you need to know about. Disks that have been initialized with your System disk assign Volume 254 to your working disk. ED-IT assigns Volume 249 to these disks. If you try to enter a file on a Volume 249 disk that you GET from a Volume 254 disk, or

vice versa, you will get the message WRONG VOLUME. To take care of this, simply enter the file with the filename, like this:

?? E/filename

Eventually all of your disks will be initialized with your new program and you won't run into this problem.

To order the new ED-IT program or the new manual:

New Orders—Version 9 of ED-IT, manual and two program disks—\$155.00.

Update Only—Exchange of Version 8 for Version 9. Manual and two disks—\$45.00. (Version 8 must be sent in. Write or call IIT for instructions. See address and phone number below.)

Manual only—\$25.00.

There is a 10% discount on all orders when payment accompanies the order. When two or more New Orders are placed, all but the first copy may receive a 50% discount. Write to IIT for a quotation. Prices include first class mail and handling.

Address orders to:

Intelligent Information Technologies Corp.

P.O. Box 5002, Station A

Champaign, IL 61820

(217) 359-7933

Elinor Savage, CTEVH Specialist

Braille Computer Notation

LET'S SHARE RESOURCES

New Items from Perkins

For those of you who did not attend the last CTEVH Conference, you missed some fascinating new things displayed by Martin Kennedy, the new Manager of Howe Press (after the retirement of our long-time friend and helper, Harry Friedman).

At last they have a Dymo Tape Holder, Cat. No. 22-0208-3, which holds the Dymo Tape firmly in position on the Perkins Braille. Price is \$15.95 plus shipping. This should be a great help to blind individuals for household labelling, as well as to transcribers who use the clear Dymo tape sold by Perkins for labelling volumes. (Their Dymo tape is wider than what you buy in stationers', and easier to braille on; only \$2.75 a roll.)

Remember how unhappy we were to learn that Mrs. Kirsner of Iowa no longer offered those great brailier stands? Perkins now offers one, Cat. No. 22-0206-7, for \$18.00 plus shipping. Many braillists find that it makes the action physically easier, as well as tilting the paper so it is easy to see as you work on a page. (Of course, using the Perkins Line Scale, 23-0101-8, at \$11.50, to know what line you're on at all times.)

The Soft-Side Carry Case, 23-0002-8, at \$39.50, is for students or others who need a comfortable and padded carrier when toting their Perkins around with them.

Do write to Howe Press, 175 No. Beacon Street, Watertown, MA 02172-9982 for the most recent price list and order form, as well as a list of their shipping charges.

. . . And for those Rehab Counselor-Teachers who are working with the touch-impaired newly-blind, such as diabetics, they've added a new machine which has the cell-size and cell-spacing of the Jumbo Perkins, but with pointier dots for a sharper sense impression. Harry Friedman made the first experimental model for us some years ago, and we were calling it "Sharp-Dot Jumbo". But the new machine, now a standard catalog item, No. 22-0114-3, is called the Large Cell Brailier, and is \$410.00 plus shipping. (The ordinary Jumbo Dot Perkins is now \$425.00.)

Multi-Lingual Braille Book

A book that both young people and adults will find charming is **homo sapiens**, by Curt Borgenstam. In both print and braille text, with very clever raised-line drawings, it talks about the many types of human personality. The print is in German, Russian, English, Chinese, Arabic, and French; the braille is only in German, English, and French.

It would be a delightful addition to any classroom library, or as a gift to a favorite student. It can be ordered from:

Deutsche Blindenstudienanstalt
Am Schlag 8
D-3550 Marburg / Lahn
GERMANY

Voice Indexing Instructions

Our good friend and long-time CTEVH member, Jim Chandler, now has an instruction booklet called **PROCEDURE FOR SEQUENTIAL VOICE INDEXING ON A 2-TRACK OR 4-TRACK CASSETTE RECORDER**. It's a do-it-yourself guide for either the tapist or the blind student, and in addition to the instructions, it contains a listing and evaluation of the many types of cassette recorders that can be used for this purpose.

The booklet is available in excellent clear Large Print, as well as in braille. For information, write to:

Mr. James Chandler
Voice Indexing for the Blind, Inc.
9116 St. Andrews Place
College Park, MD 20740

British Large Print Hymnal

An extremely clear sans-serif large print edition of **HYMNS ANCIENT AND MODERN** has recently been produced in England, and is available there at religious bookstores. So far I don't know how it may be found in the U.S., but if you have friends traveling to England, you might have them look for it. (Or perhaps an inquiry to the Royal National Institute for the Blind might be helpful: 224 Great Portland Street, London W1N 6AA.)

Norma L. Schecter
CTEVH Literary Braille Co-Specialist

SACRAMENTO FILE



NEWS FROM CDHS

With the transfer of the unit to Reference Services, other changes for the Clearinghouse Depository for Handicapped Students (CDHS) are inevitable. We trust that these changes will only improve CDHS services. Staff are united in their efforts to continue to serve handicapped students, their families, and teachers in accord with changing needs.

The Federal Quota Program has provided a great wealth of study material, aids, devices, and equipment to legally blind students in a variety of school settings. The recent registration of blind students has reached an all time high; 4,608 legally blind children and youth were reported to the American Printing House (APH) this past March. This number is an increase of 275 students over that which was reported last year. Statements of the 1986-87 Federal Fiscal year and order instructions have been mailed to schools. Spring orders are being processed daily in preparation for students' needs in the fall.

Staff are once again busy referencing the availability of books in special media, shipping available books and equipment to schools from the Depository, and working with transcribers to coordinate the production of new books. The recording booths of the Master Tape Library (MTL) and the Tape Duplication Center are experiencing new demands as staff tool-up to record new titles and process catalog orders for schools. The consultant staff continue to meet with field personnel responding to requests for information and in-service in materials development, acquisition and effective use. Requests for guidance in the use of computer technology are increasing. All services provided by the Clearinghouse Depository


for Handicapped Students (CDHS) will continue to be available as long as teachers, handicapped students, and their parents, and the giving volunteer transcribers continue to assert their needs and voice recognition of the value of those services.

A change which may affect CDHS operations for an interim is my retirement as the CDHS Director. With mixed emotions and tremendous inner conflict, I have elected to retire from the Department. After approximately six years of teaching and twenty-nine years with the Department, the opportunity to retire with the Golden Handshake (an additional two years work credit) plus a third year generated by unused sick leave, have enabled me to retire with about thirty-eight years of professional work. Although I am leaving the Department, I plan to continue working as a volunteer with the California Transcribers and Educators of the Visually Handicapped (CTEVH) and accept some invitations to do consultant work here and abroad. I plan further to enjoy a leisurely summer at home gardening and swimming in my pool, reacquainting myself with my antique Steinway parlor grand, and mastering my new computer. I also plan to work with some local teachers of multi-handicapped blind children and volunteer groups in the preparation of selected materials. I express my sincere and heartfelt thanks to all of you with whom I have worked. My life has been enriched immeasurably through each contact, and each interpersonal relationship with each teacher, parent, transcriber, and - foremost - each student I have known.

Fred L. Sinclair
Director, CDHS (Ret.)

[COMMENT: For nearly 14 years, I have worked closely with Fred, assisting when I could and trying to keep out of his way when I couldn't. I have always considered it a privilege, as has each of the CDHS staff. We at CDHS will continue to muddle along as best we can, but we ask your patience and forbearance in the days ahead. We all know Fred cannot be replaced, but I will be doing his work insofar as I am able for the foreseeable future. I have asked Fred to continue to serve as CDHS-CTEVH liaison, which he has agreed to do. - Aikin Connor]

News of Groups



GROUP ACTIVITIES

BEACH CITIES BRAILLE GUILD has become known across the world - its Jumbo Braille instruction book **THE WORLD AT MY FINGERTIPS** is currently in use in the United States, Canada, Australia, New Zealand, South Africa, Nigeria, England, and even Switzerland!

* * * *

LUTHERAN BRAILLE WORKERS, INC., estimates a yearly production of 900,000 Braille and Large Print Books, Devotions, Sermons and Tracts has an outreach of at least 9 3/4 million people. A very large percentage of the braille material is sent for use by the blind in foreign countries and is used in schools, in libraries, and in other organized caring groups for the blind. It is said that in the Third World countries, those capable of reading braille have an average listening audience of 23-25 people. Most of the large print material is used in the United States and each item is shared among 5 to 15 people.

Typical of the many expressions of appreciation from their recipients is a quote from the Rehabilitation Officer of the Duncan Rehabilitation Centre in Zimbabwe:

We received four cartons of Braille books from yourselves, together with a very beautiful worded covering letter.

We do sincerely thank you for this generous gift and your concern and interest in our many blind people of Zimbabwe. We thank you for your message of hope sent to us at this Centre. It is wonderfully uplifting when hands are stretched across the continents and oceans.

* * * *

POMONA VALLEY TRANSCRIBERS GUILD held a brunch in June—an annual event in which the volunteers are recognized and honored. Husbands were guests at this celebration.

RECORDING FOR THE BLIND, LOS ANGELES UNIT, has added an expanded capacity for subject

reference/research. To keep up with the demand for their services, they are badly in need of more reader/monitors with backgrounds in the sciences, engineering, or foreign languages. If you or a friend have any of these special skills, contact Mrs. Reginald Armour, Studio Director of the Los Angeles Unit, at 5022 Hollywood Blvd., Los Angeles, CA 90027, or contact the Group Chair, Irene Nevil at 12062 Rose Marie Lane, Los Angeles, CA 90049-4033, telephone (213) 476-6928.

* * * *

SAN FERNANDO VALLEY BRAILLE TRANSCRIBERS GUILD extends compliments for the wonderful 1987 Conference and includes compliments for the efficiency, stimulation, and information included in ICT. (Gee, thanks!) This group has four members working on computers, so we can expect to see better (if possible) and more work turned out.

* * * *

SIXTH DISTRICT, CALIFORNIA STATE PTA BRAILLE TRANSCRIPTION PROJECT, SAN JOSE, shares the following poem written by its blind proofreader, Gloria Tester:

WHEN YOU WRITE TO ME IN BRAILLE

When you write to me in braille
You speak my native language
In a foreign land.

When my fingers know your words,
A door swings open
to the chambers of your meaning.
I need no translator

Between brain and brain,
No neutral decoder
between our two hearts.

Your greatness has written
When you write to me in Braille!

—Gloria Tester
(Thank-you poem to Braille Project)

* * * *

SONOMA COUNTY BRAILLE TRANSCRIBERS GUILD has discontinued taping, large print, and music. Classes in braille transcribing have kept up an excellent attendance because the local Volunteer Center has really helped by sending volunteers to learn braille. Other groups may wish to use their Volunteer Centers to aid them in recruiting new braille students.

* * * *

Bob Scheibach of **THE TRANSCRIBING MARINERS** tells us:

In recent conventions of CTEVH, members of **TRANSCRIBING MARINERS** heard about new programs that allowed braille to be done by means of computers. The individuals were amazed by these improvements and thought that perhaps one day they too could use these advanced methods.

As the result of a small grant from a foundation, the group was able to purchase a computer, printer, an embosser, and the necessary program to produce braille. With practice and experience, the members were amazed by the amount of work that could be done in such a short period of time. With all of these advantages, a definite campaign was started to raise money for the purchase of computer equipment so that all of the members of **TRANSCRIBING MARINERS** could have the advantage of using computers. Some members have purchased their own home computers.

We have been lucky enough to raise sufficient funds to purchase nine computers and printers which are loaned out to active transcribers. In the words of one member who started using the computer to do braille work, "It is hard to stop because it is so much fun."

* * * *

VENTURA COUNTY BRAILLE TRANSCRIBERS are fully computerized with both IBM and Apple.

Now they need to know which organizations are computerized, what their specialties are, and if their focuses are elementary or high school. Contact them at 263 Westminster, Ventura, CA 93003, or telephone (805) 644-3148 if you have information for them.

Cheri Cuthbert of this group, recently certified in literary braille, went right out and bought her own Tandy computer. She is very enthusiastic about her involvement in transcribing and enjoys any new challenge she is given.

* * * *

Latest news from **VOLUNTEERS OF VACAVILLE**: Dedications have been completed for two recording booths sponsored by CTEVH. Ken Slavney, Coordinator of Transcription/Records, report that during the fiscal year a total of 36 books were completed, 110 reels or 438 hours of listening time were transcribed by recordists using these booths. Seven of these books were automatically prepared and sent to some 35 to 75 visually impaired clients all over America, and one in Crewe, Cheshire Great Britain.

The 1 7/8 ips 2 track cassettes (previously available on loan from the Loan Library) are now available for purchase only. The Loan Library now provides on loan only 15/16 ips, 4-track cassettes for modified cassette players.

Mr. G. M. Prodhon, Chairman of the FIMA ENTERPRISES FOR DISABLED SOCIETY, P.O. Box 1175, Dhaka Sadar, Dhaka-1100, Bangladesh has contacted the **VOLUNTEERS OF VACAVILLE** asking assistance in getting braille materials in English language for their 74 blind and 22 deaf-blind members. They have full access to FREE MATTER FOR THE BLIND mailings. For those of you willing to donate any such braille books, texts, study guides or even old braille styli and such related equipment, please consider wrapping them up and sending them FREE MATTER to the above address. In such a desperately poor nation, it isn't hard to imagine how little help these people get, or how very much they can do with just a little.

* * * *

VOLUNTEER TRANSCRIBING SERVICES is celebrating 25 years of excellent service and extends a gracious "thank you" to all those helping to reach this goal:

BRAILLE TRANSCRIBING CLASSES

HUNTINGTON BEACH

Thursdays, 9:00 AM to 12:00 noon, with Norma Schechter, instructor, at Christ Presbyterian Church, 20112 Magnolia, Huntington Beach; for further information, telephone Norma at (714) 536-9666.

ONTARIO

Tuesdays, 9:00 AM, at the Ontario Public Library, 215 E. C Street, Ontario 91762, with instructor, Rose Kelber; for further information write to Rose at 538 W. El Morado Court, Ontario 91762, or telephone (714) 986-5060.

SAN ANSELMO

Elisabeth Mason will teach classes at 761 Sir Francis Drake Blvd., San Anselmo, CA 94960; for further information, write to Elisabeth at 35 Salinas Ave., San Anselmo, CA 94960, or telephone (415) 454-8564.

SAN FRANCISCO

Hilda Isles is the instructor at 1350 42nd Avenue, 2nd floor, Room 6, San Francisco, CA 94122; for further information, contact

Hilda at 1390 Norbert, #2624, San Francisco, CA 94102, telephone (415) 621-1933, or contact Evelyn Saiss, 1466 44th Ave., San Francisco, CA 94122, telephone (415) 566-1641.

SAN JOSE

Bea Bowers is the instructor for classes at 101 North Bascom Ave., San Jose, CA 95128, from 9:00 AM to 12:00 noon on Thursdays; for further information, contact Peggy Dodge, same address, or telephone (408) 298-4468.

SAN LEANDRO

Dorothy Vallerga teaches this class at 15361 Norton Street, San Leandro, CA 94579; for further information, contact Dorothy at above address or telephone (415) 352-0522.

SANTA ROSA

A full semester of classes begins August 25, 1987, at Santa Rosa High School, with Betty Scherfee, instructor; for further information, contact Elvira Stone, 908 Stevenson Street, Santa Rosa, CA 95404, telephone (707) 546-6930.

INTERESTING TRANSCRIPTIONS

Beach Cities Braille Guild
P.O. Box 712
Huntington Beach, CA 92648

"Aural Reading", by Rose-Marie Swallow, Ed.D., and Aikin Connor, Ed.D., excerpt from: A TEACHERS' GUIDE TO THE SPECIAL EDUCATIONAL NEEDS OF BLIND AND VISUALLY HANDICAPPED CHILDREN. Sally S. Mangold, Editor, copyright 1983 (braille, 1 volume; master copy on file with Billie Anna Zieke, 714/776-6754, Garden Grove Unified School District)

Braille Institute
741 N. Vermont Avenue
Los Angeles, CA 90029-3594
(213) 663-1111

SIDE BY SIDE, ENGLISH THROUGH GUIDED CONVERSATIONS, Molinsky and Bliss, copyright 1983 (braille, 2 volumes)

STATE BAR CONSUMER RIGHTS, by The State Bar of California, no copyright (braille, 3 volumes)

L. A. PICNICS: 75 STYLISH OUTINGS, by Ellen Melinkoff, copyright 1985 (braille, 5 volumes)

BUYING AND SELLING BUSINESS OPPORTUNITIES, by Wilfred Tetreault, copyright 1981 (braille, 7 volumes)

**Sixth District, California State PTA
Braille Transcription Project**
101 North Bascom Avenue
San Jose, CA 95128

EXCHANGE LISTS FOR MEAL PLANNING, by American Diabetes Association, Inc. and The American Dietetic Association, copyright 1986 (braille, 1 volume, 83 pages; may be purchased for \$9)

EXCHANGE LISTS FOR MEAL PLANNING, 1, 2, 3, 4, 5, 6, copyright 1976 by above listed

Associations (braille, 1 volume, 48 pages; may be purchased for \$5.50)

Woodside Terrace Kiwanis Braille Project
850 Longview Road
Hillsborough, CA 94010

Cookbooks (pamphlets; may be loaned or purchased):

BAKER'S BOOK OF COCONUT DELIGHTS
(braille, 1 volume, 23 pages, \$3)

CALUMET TREASURY OF HOME BAKING
(braille, 1 volume, 52 pages, \$5.90)

MMM . . . IN MINUTES (braille, 1 volume, 23 pages, \$3)

SWEET ENDINGS FROM DREAM WHIP
(braille, 1 volume, 47 pages, \$5.40)

Other transcriptions (loan or purchase):

A MATTER OF HONOR, by Jeffrey Archer,
copyright 1986 (braille, 8 volumes, 678 pages)

CONFESSIONAL, by Jack Higgins, copyright
1985 (braille, 6 volumes, 438 pages)

THE LANDING, by Haynes Johnson and

Howard Simons, copyright 1986 (braille, 9 volumes, 687 pages)

THE UNEXPECTED MRS. POLLIFAX, by
Dorothy Gilman, copyright 1966 (braille, 6 volumes, 404 pages)

NEW OFFICERS/ADDRESSES

BEACH CITIES BRAILLE GUILD

Chairperson: Jacqueline DeMasters
9961 Silver Strand Drive
Huntington Beach,
CA 92646
(714) 962-5008

Vice-Chairperson: Margaret Sparling
Secretary: June Ehrlich
Treasurer: Virginia Warwick

(213) 476-6928
Vice-Chairperson: David A. Grey
Secretary: Mrs. Lewis W. Johnston
Treasurer: Thomas V. Joyce, CPA

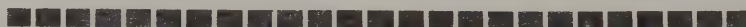
VENTURA COUNTY BRAILLE TRANSCRIBERS

Braille Chairperson: Fran Webb
263 Westminster
Ventura, CA 93003
(805) 644-3148

Group Chairperson: Helen Zillmer
Vice-Chairperson: Cynthia Pontinen
Secretary: Dorothy Leeds
Treasurer: Carol Padilla
Member-at-Large: Sarah Smith

RECORDING FOR THE BLIND, INC. (LOS ANGELES UNIT)

Chairperson: Irene Nevil
12062 Rose Marie Lane
Los Angeles, CA 90040-4033



CALIFORNIA DIRECTORY OF SERVICES AND PRODUCTS FOR THE VISUALLY IMPAIRED

The Joint Action Committee of Organizations Of and Serving the Visually Handicapped (JAC) has published a directory of services and products for the visually handicapped in California. It contains information for professionals as well as for blind persons and their families regarding: making referrals and contacts; learning about distributors of aids and equipment, service agencies, and membership organizations; obtaining personal or vocational rehabilitation for newly blind; and learning about public and private educational programs for children.

The directory may be obtained by sending an order and a check or money order for \$10 to:

FRANK RYAN
415 SO. OAKLAND AVE. #8
PASADENA, CA 91101

CONFERENCE

X X V I I I



REPORTS FROM CONFERENCE XXVIII (Sacramento, 1987)

(Workshops Nos. 101, 203, 303, 304, 401, and 406 are reported here. Other workshops will be reported in subsequent issues.)

MAGIC SLATE: LARGE PRINT WORD PROCESSING, APPLE LAB, Workshop #101

(Leader: Sue Reilly, CTEVH Computer-Assisted Large Type and Braille Specialist, San Diego Unified School District)

The **MAGIC SLATE** workshop provided a hands-on opportunity to try this large print word processing program. The workshop began with a brief introduction to the program. Magic Slate is a large print word processing program for the Apple II computer. It has three versions: 20 column, 40 column, and 80 column. The 20 column version is particularly useful for young children or persons with low vision. The 80 column version is helpful when formatting worksheets to be printed in large print. Any of the three versions may be used to create and print large print text. The 20 column version produces the largest print.

Participants were paired at the ten computers and followed a comprehensive handout provided from the Magic Slate Handbook. This allowed participants to proceed at their own pace, and

many felt that having a partner facilitated problem-solving. This also allowed the workshop leader to travel around the room and help teams individually.

Workshop participants appreciated the opportunity to try out the software for themselves. Some participants were able to "test" the program by creating worksheets in math and then printing them out on the printer. Others authored "Computer-Assisted Instruction" assignments for their students to complete on the computer by filling in the blanks.

The consensus was that the program is easy to learn and begin using to produce materials. The opportunity to problem-solve with other participants and ask questions was also very helpful.

TEACHING THE BRAILLE SLATE AND STYLUS, Workshop #203

(Leader: Phil Mangold, Resource Teacher, Castro Valley Unified School District)

A wide variety of slates was exhibited in this workshop to help demonstrate the importance of the slate to the braille user. The braille slate and stylus was referred to as the braille user's pencil. The pencil has a simple trouble free design. It is extremely portable and need not be plugged in or filled with batteries. The braille slate also has these same attributes and it is not likely that the pencil or the slate and stylus will soon be replaced.

It was suggested that the word "backwards" not be used when teaching the use of the braille slate because when using the slate, the student merely writes in a different direction. The braille dots were referred to as top, middle, bottom on the first side of the cell and top, middle, bottom on the second side of the cell. In this way the description of a braille letter or sign when reading

from left to right or when writing from right to left, is the same.

The stylus position is extremely important. It must be held absolutely vertical even when moving from one cell to another. If a student is pushing very hard on the stylus it is likely that the student is not holding the stylus in a vertical position. It is also necessary to keep close tabs on the condition of the slate and stylus. A sprung slate or a stylus with a damaged point can make writing on the slate a frustrating experience for the student.

Be enthusiastic and have fun with the slate. Your feelings and attitude will be transferred to the student. Learn with your students. Challenge them to a race on the slate but be prepared to lose and enjoy every minute of it.

COMPUTER-ASSISTED TRANSCRIBING: WHAT IS IT? WHY? WHICH? HOW? Workshop #303

(Leaders: Diann and Ken Smith, CTEVH Computer-Assisted Braille Co-Specialists for Northern California. Panelist: Elaine Hironaka, CompuBraille, Inc.)

This workshop was an introduction to the use of computer technology to enhance braille production.

The phrase "computer braille" is so general that it is meaningless. A short vocabulary lesson distinguished between Computer Translated (or Generated) Braille in which a computer program makes the translation from text typed into the computer in the ordinary manner into grade one or grade two braille; Computer Code (or Notation) which is the specific set of rules for transcription of text concerning computer use which cannot be described using other existing codes—analogue to math or music codes; Computer-Assisted Transcription which refers to those computer programs requiring a knowledge of braille. The braille is entered using only six keys and the space bar, just as it is on a Perkins. The word processing/editing capabilities of the computer software enable the transcriber to make corrections, center, tabulate material, delete or insert before embossing which greatly increases the ease of transcribing.

A comparison was made of the Computer-Assisted software available: TABICAT (Commodore), MICRO BRAILLE (IBM-types), and ED-IT (Apple-Types). It was stressed that each of these programs perform well. The question was raised of which ones would do math or textbook. None will, if the transcriber can't—all of them produce only the dots that are

entered by the transcriber.

It was suggested that in deciding on which to choose, consider personal (or transcriber group) needs in terms of the computer. If transcribing for a school district, check out which computer brand they use. A disk prepared on an IBM cannot be run on an APPLE, for example.

Advantages of using computers are the small size of a disk (which will hold a volume of braille), the ability to make a duplicate master at a cost of less than \$1 in two minutes time as a backup in the event of fire, no erasures since corrections are made before embossing, output on paper (almost universally preferred by readers) and for paperless brailers (such as VersaBraille) using the same master disk.

For educators the TranscriBEX software was described. This is a Translator program which converts typed text into grade two braille. A comparison was made of the proliferating number of embossers now available and some suggestions and cautions were given on how to interface them with existing equipment.

CompuBraille services were explained for those who do not have access to embossers; information on how to prepare and submit disks was presented. At the end of the workshop a "hands-on" session gave participants the opportunity to try out the various systems first hand.

THE CASSETTE RECORDER AS STUDY AID, Workshop #304

(Leader: Leslie Burkhardt, CTEVH Recording Specialist; Recording Coordinator, Braille Institute)

The cassette recorder can be an invaluable study aid for the VH student. As demonstrated in this workshop, careful selection and use of recording equipment and accessories can make notetaking and review much easier and more productive. Recording-related skills, such as labelling and storage of recorded materials, can increase their accessibility, and maximize help from recording services, readers, and tutors. By enhancing study situations, recording skills can foster academic achievement in any course or level of endeavor.

At the workshop, four cassette players (of the zillions available) were examined and compared. The Library of Congress player (Model C-79), of course, has many features especially designed

for the visually handicapped: two playing speeds, variable speed control for skimming or slowing down the text, and a 4-track playing format. Because it is readily available and free, it's usually the first player a VH student will use. The American Printing House/General Electric Recorder (Model 3-5194A), along with all the above features, also records, and has an indexer that will put a beep-tone at a key point in the text that can be heard in fast-forward or rewind. It also has one-touch rewind/playback that makes reviewing a passage in text much easier. (As a student listens to his APH player, he pushes the rewind button and then releases it to review a previous passage. In comparison, on the LOC player, he must first press the stop button, then rewind, then stop again,

and then play to review!) These two machines can also be easily connected via a patch cord to copy a recording onto a blank cassette. In most cases, both machines will fill vital niches in the study strategies of students in the upper grades.

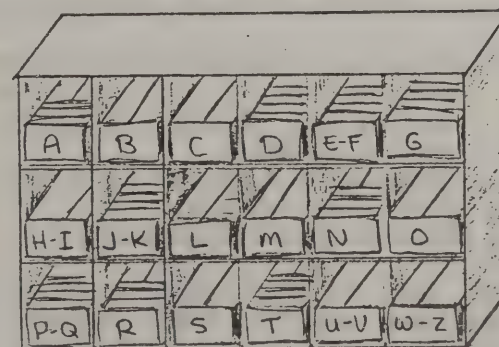
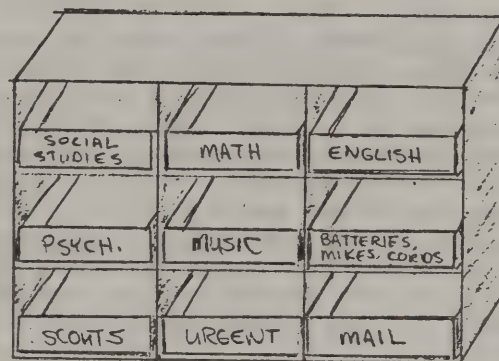
Two commercially available recorders were also compared. Though they lacked many of the special features of the APH and LOC players, their portability was a plus. These machines were lightweight and inexpensive enough (under \$35) that if theft or damage occurred in transport, they could be fairly easily replaced. Of these two machines (which - on casual inspection - were essentially identical), the General Electric, Model 564.2165, had review capabilities comparable to the APH recorder. Of the four players, no one player was best in all study situations. As demonstrated, cassette recorders should be carefully evaluated before being purchased. All have different features that may or may not be better-suited to a particular study application.

Recording accessories can further increase the effectiveness of the cassette recorder as a study aid. At the workshop many different accessories and their uses were described (see the Summer '87 issue of TCT). Items such as a patch cord (used to copy cassettes), battery recharger, foot-switch, and telephone pick-up will save a student time and money, and let them adapt their recording equipment to home study, class study and multi-media learning strategies. Sometimes at a par with more expensive computer study aids, recording accessories will inspire creative student solutions to access problems.

Recording accessories are available from many sources. They can be purchased from a local electronics store like Radio Shack or mail-ordered from an organization like American Printing House for the Blind in Louisville. Accessories can also be ordered by the student directly from General Electric using price and ordering information available on cassette from Braille Institute's Recording Department. (This tape also contains step-by-step instructions on how to copy a recording using a Library of Congress player and an APH recorder.) Since most of these accessories are not specialized products for the blind, they are readily available from many places.

Once a student begins actively employing the cassette recorder for study, organization will quickly become the next crucial recording-related skill to be learned. Proper storage and labelling can be as important as the recorded contents of a cassette. (You can't use it if you can't find

it, right?) Specially made cassette storage containers can be expensive and awkward if they are slotted to hold individual cassettes. Corrugated cardboard parts bins (see figure below) available from major stationery supplies distributors are less expensive, and can hold bundled cassettes. Cassette folders (I've seen these at Thrifty Drug Stores), designed to hold from six to twelve cassettes, can be used for portable storage as the student goes to and from classes. Braille or large print Dymo labellers can effectively label cassette cases for ready identification. For the student with reduced tactile sensitivity, a device called a Voxcom can produce and playback a recorded title on a special adhesive-backed recording tape that can be attached to an index card and placed with a cassette case. (For more information contact: Voxcom, 100 Clover Green, P.O. Box 2520, Peachtree City, GA 30269-0520, or phone (405) 487-5854.) By eliminating time-consuming and frustrating searches for lost tapes, a workable storage and labelling system will give a student more time for honest-to-goodness study.



EXAMPLES OF CORRUGATED PARTS BINS

Two publications were distributed at the workshop which also would help the recording-oriented student. One was on voice indexing, a process that enables a student to record a key term at fast-forward for later location of key sections of recorded text. This met with great enthusiasm, and may be the basis for a future workshop. (In the meantime, a Voice-Indexing instruction cassette can be obtained from Elpro, Inc., P.O. Box 3634, Langley Park, MD 20787.) The other publication was my old stand-by "Have Cassette, Will Record: Techniques for the Independent Recording Transcriber". This booklet is for students to give

to readers and tutors. It gives guidelines on recording techniques and project formatting for the novice recording transcriber. These two publications are extras that a student could use to augment fundamental recording skills.

Probably the best thing about this workshop for me was talking to educators about transcribing. I received a clearer picture of who I transcribe for, and what their needs are. I only wish there had been time at the end for more dialogue. I can hope that the conversation will be continued at future workshops!

THE COMMODORE 64 AT WORK AND PLAY, Workshop #401 (Leader: J.J. (Jack) Hoefer, Engineer; Author of TABICAT Program)

INTRODUCTORY STATEMENTS

The main advantages of the TABICAT Braille Processor Program for the Commodore 64® and C-128® computers are: Simplicity, Effectiveness, and Low Cost.

At last year's CTEVH conference TABICAT was likened to a Model T Ford, with the programs for the other computers being more like a Buick and Cadillac. In reality, all the programs should be compared to a Lincoln, each with different optional equipment than the others. The Presenter's automobile is a Plymouth Horizon, with power steering, rear window washer and wiper, and tinted glass. Just because it doesn't have twin crank-out skylights, a digital clock and power windows doesn't mean that it can't perform as a car, and perform admirably. In fact, it does quite well. So does TABICAT.

The inexpensive word processor used in the preparation of this report has the following features:

1. Correction of errors by typing over the incorrect letter
2. Insertion and deletion of letters with minimal keystrokes
3. Simple insertion and deletion of lines
4. Easy cursor positioning
5. Rapid saving and recalling of files

Surprise! This is exactly what TABICAT does. You are given what you NEED versus a lot of bells and whistles.

PRESENTATION

We have all heard the expression of "not lifting a finger to help." TABICAT allows the use of

one finger to help you learn all about braille on the C-64 in just 15 seconds. This is accomplished with the magic of a HELP screen, put on the screen with the touch of the "?" key and using only the little finger. This can be done at any time, whether you are in the middle of a page of braille or not. When the HELP page has served its purpose, the braille page is returned to the user just like it was before it was left.

Several features of TABICAT were then demonstrated:

1. Page at a time brailleing
2. Centering
3. Screen clearing
4. Cursor positioning
5. Line and character insertion and deletion
6. Character correction
7. Hyphen string generation
8. Tabbing
9. Proofreading helps
10. File loading and saving

All these are accomplished with, at most, two keystrokes. Just about everything really needed can be done simply and quickly. The use of the program is so simple that the average transcriber should be turning out braille pages within two days of bringing the computer home from the store. This is compared to having to attend day-long seminars and long hours of home study to understand the complexities of brand-A and brand-I programs.

The effectiveness of TABICAT has been demonstrated in 19 States and 2 Canadian provinces. One brailist present commented that her braille output had increased by a factor of five, since she started using TABICAT. Letters received from users attest to its ease of use and how readily it is learned.

Cost of the C-64, without a monitor (it can be connected to any TV set) is now approximately \$350. The program cost is still only \$25.

Included at no additional cost is the PROOF POSITIVE program. This presents a TABICAT file on the screen one line at a time, in inch-high characters. Also available at the touch of a key is the dictionary of 229 abbreviations and contractions. All that is needed for proofreading

is contained in this program and printing out files on a printer is now a thing of the past.

Last year the fun game called "Dot's All Folks" was introduced. This year a new one called "Puddin'" takes the game concept one step further. Based on braille proofreading skills, Puddin' gives the transcriber using the C-64 two games to enhance her skills, for free. Unfortunately, these are available only for the C-64.

SCIENCE FOR THE BLIND ON A SHOE STRING, Workshop #406

(Leader: Rosemary Appel-Boarman, Teacher of the Visually Handicapped, Sonoma County Schools.)

The Science for the Blind workshop began with an experiment on air pressure using a "no draw" straw. Due to an air pressure factor, participants were unable to sip water through a straw that had a tiny hole pricked in its side. The workshop then moved into the more theoretical vein of Piaget's theories and how they applied to the visually handicapped. It was felt that the visually impaired achieved developmental readiness at approximately the same age as their sighted peers, but needed many hands-on experiences to utilize their readiness level. Based on the Scientific Framework Addendum for the State of California and Piaget's developmental levels specific scientific classroom activities were recommended for grade levels k-3 and 3-6.

A slide show of visually impaired children performing scientific experiments was presented with the students involved in various levels of mainstreaming, including reverse mainstreaming in a resource room, and mainstreaming in a home school district.

Five hands-on experiments were made available to workshop participants. These included a taste experiment, an experiment with sound travel, an experiment involving leaf sorting, a water evaporation experiment, and a chemistry experiment.

The workshop ended with a question and answer period.

CTEVH LIFE MEMBERS

Jean Alexander
Estelle R. Barsis
Barbara Berglund
Susan Bernay
Laura V. Bosworth
Carolyn Card
Jane Corcoran
Anna May Cronin
Maxine Dorf
Betty Sweet Epstein
Paul Furnas

Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood
Ruth Hughes
Lavon Johnson
Russell M. Kirbey
Rose Kelber
Blossom Kerman
Bernard M. Krebs
Bettye Krolick
Lynne M. Laird

Mabelle McMahon
Diane Meyer
Dorothy Misbach
Leah Morris
Miriam Nelson
Evelyn Olgiati
Dr. Stanley Olivier
Estelle Palm
Lila Queen
Mrs. Chas. D. Redfield
Anthony T. Rossi
Barbara Blatt Rubin

Norma L. Schecter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Richard L. Simonton
Fred L. Sinclair
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Anna E. Wiesman
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS
1984-86 ROBERT DODGE

PAST EDITORS

THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN
KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

SPECIAL RECOGNITION

1985 BOB DASTEEL
1987 BETTY BRUDNO
ELEANOR and JACK SCHARLIN

DISTINGUISHED MEMBER

1984 FRED L. SINCLAIR

CTEVH CERTIFICATES OF APPRECIATION

1974 VOLUNTEERS OF VACAVILLE
BRAILLE INSTITUTE OF AMERICA
1975 ESTHER FOX
MARIE ERICH
1976 NORMA L. SCHECTER
1977 BOB DASTEEL
DONN SPENCER
1978 MARY DEGARMO
BETTY BRUDNO
EVELYN OLGATI
1979 RUTH S. LOWY
1980 ETHEL SCHUMAN
DIANE MEYER
1981 CARL LAPPIN
1982 BARBARA BLATT RUBIN
BILL BRIGGS
MICHAEL LANDON
1983 AIKIN CONNOR
CAROLYN "CHRIS" MACKEY
1984 BERNARD M. KREBS
JANE O'CONNOR VERHAGE
1985 SYLVIA CASSELL
ELIZABETH C. SMITH
1986 SALLY MANGOLD
ELIZABETH SCHRIEFER
JOYCE VAN TUYL
1987 JOHN FLORES

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Make Check Payable to CTEVH

Annual Dues: \$8.00 (U.S. Funds) New ☐ Renewal ☐ Life Membership (\$150.00) ☐
Katie N. Sibert Memorial Scholarship Fund ☐ \$ _____

NAME: _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one, only): a transcriber, an educator or
other (specify) _____

If visually handicapped, do you want CTEVH
publications in braille ☐? On tape ☐?

CTEVH MEMBERSHIP CHAIR
LILLIAN S. GARDNER
741 N. VERMONT
LOS ANGELES, CA 90029

EXECUTIVE BOARD 1986-87

President: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Vice-President: C. ROBERT CALHOUN 3401 Clairemont Dr., San Diego, 92117
Secretary: LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS 152 Hamilton Ct., Los Altos 94022
ROBERT ELFORD 4097 39th Ave., Oakland 94619
LIL GARDNER 7046 Park Manor Ave., North Hollywood 91605
LAVON JOHNSON 4719 Crestwood Way, Sacramento 95822
ROSE KELBER 538 W. El Morado Ct., Ontario 91762
ANN KELT 514 Freya Way, Pleasant Hill 94523
LYNNE LAIRD 2909 Forest Ave., Berkeley, 94705
JOAN S. LEVY 339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON 3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON 3601 Curtiss St., San Mateo 94403
SUSAN REILLY 3549-130 Castle Glen Dr., San Diego, 92123
FRANK RYAN 415 So. Oakland #8, Pasadena 91101
MARIAN WICKHAM 1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE 2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR (ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR (ex officio) 721 Capitol Mall, Sacramento 95814

CTEVH SPECIALISTS

* BRAILLE *

Computer Assisted: SUE REILLY (619) 274-9822
(South) 3401 Clairemont Dr., San Diego 92117
DIANN & KEN SMITH (415) 968-7595
(North) 1900 Orange Tree Lane, Mountain View 94040
Computer Notation ELINOR SAVAGE (619) 328-8003
350 Andorra Way, Cathedral City 92234
Literary: NORMA L. SCHECTER (714) 536-9666
8432 Northport Dr., Huntington Beach 92646
ELIZABETH SCHRIEFER (916) 486-9242
751 El Encino Ave., Sacramento 95864
Mathematics JOYCE VAN TUYL (206) 282-8358
3520 28th Ave., West, #402, Seattle, WA 98199
Tactile Illustration: JANE CORCORAN (415) 851-2122
400 Old La Honda Rd., Woodside 94062
Textbook Format: BILLIE ANNA ZIEKE (714) 776-6754
2115 W. Judith Lane, Anaheim 92804

* COMPUTER TECHNOLOGY *

FRANCIS DANIELS (213) 663-1111
741 N. Vermont, Los Angeles 90029

* LARGE TYPE AND ENLARGED DRAWING *

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015
SUE REILLY (COMPUTER ASSISTED) (619) 274-9822

* RECORDING *

LESLIE BURKHARDT (213) 663-1111
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Historian: MAUREEN REARDON

Membership: LIL GARDNER

THE CALIFORNIA TRANSCRIBER
California Transcribers and Educators
of the Visually Handicapped, Inc.
Editorial Office: 721 Capitol Mall
Sacramento, CA 95814

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

Lehman

~~15 W 16TH ST~~
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

Library

THE

CALIFORNIA

TRANScriBER

FALL 1987



The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC

H O N O R S

Library of Congress Certifications

Literary Braille

Anne Yale, Beach Cities Braille Guild
Vicki Gallagher, Contra Costa Braille Transcribers
Darlene Morris, Contra Costa Braille Transcribers
Mary Lou Martin, Contra Costa Braille Transcribers
Peggy M. Fitz-Gibbon, Peninsula Braille Transcribers
Amy Sekiguchi, Sacramento Braille Transcribers
Roberta Barros, Sacramento Braille Transcribers

(From Update)

Mary Hogan, Castro Valley

MATHEMATICS BRAILLE

Estelle Palm, San Fernando Valley Braille Guild



THE CALIFORNIA TRANSCRIBER

The official publication of
THE CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

C O N T E N T S

FALL 1987

VOLUME XXXI, NO. 3

President's Message	Jane Corcoran	66
Editor's Note	Aikin Connor	66
Joint Conference--California Transcribers and Educators of the Visually Handicapped/National Braille Association. Irvine, California, March 17, 18, 19, 1988		67
Katie Sibert Award Information -- 1988		68
Computerized Large Print with The Apple Family of Computers	Sue Reilly	72
TABICAT Update	Diann and Ken Smith	75
Literary Braille: Clarification of the 1987 Revision -- Rule 12	Norma Schechter	76
Don't Ever Assume Y'Know It All!	Elizabeth Schriefer	77
Conference Notice: Literary Braille	Norma Schechter & Elizabeth Schriefer	77
Tricky Texts Trip Transcribers!	Joyce Van Tuyt	78

Large Type	Marian Wickham	80
Arbitrary Signs and Symbols	Billie Anna Zieke	81
The Program	Elinor Savage	82
Some Hints for the Literary Braille Sentence	Elizabeth Schriefer	83
Road Maps in Math Books	Jane Corcoran	84
Evaluating Prospective Recording Transcribers	Leslie Burkhardt	88
We Need You All!!!	Elizabeth Schriefer	92
Introducing Braille Reading		
To A Non-English Speaking Student	Marueen Reardon	93
News from CDHS	Aikin Connor	94
News from Groups		96
New Officers/Addresses		97
Interesting Transcriptions		99
Let's Share Resources		100
Helpful Hands Across the Sea		102

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPIST: DOROTHY JOE

BRAILLE TRANSCRIPTION: DORIS PONTAC

[Embossing by CompuBraille, Inc.]

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

MAILING: BILL BRIGGS, DON WHITE

EDITORIAL BOARD: BARBARA BLATT RUBIN, ELIZABETH SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1987 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR
CTEVH PUBLICATIONS
721 CAPITOL MALL
SACRAMENTO, CA 95814

President's Message

The CTEVH Board of Directors met October 17-18 at the Irvine Hilton Hotel in Irvine - site of our March 1988 Conference. It is a beautiful hotel, quite new, with perhaps the most convenient meeting areas for our purposes of any hotel we have ever used. The Conference Committee has planned a full schedule of outstanding workshops for both educators and transcribers. Transcribers will have the opportunity to participate in many new workshops due to the fact that this will be a joint meeting with the National Braille Association.

Among the actions taken by the Board was the creation of the position of CTEVH Board Member Emeritus. This position will be filled by Fred Sinclair. He will continue to serve as chairman of our conference site-finding committee and chairman of the Katie Sibert Scholarship committee.

The transcribing record of transcribers using computers loaned by CTEVH was published in the Spring issue of TCT. While that record is in itself very impressive, it should also be noted that in many cases the loan of a CTEVH computer to a member of a transcribing group has resulted in many or all of the members of that group converting to computer-assisted transcribing. This means that although there may be fewer transcribers, the volume of braille produced is not diminishing. Again, thanks from all of us to Elinor Savage for her efforts in securing the grants that made this project such a success.

Jane Corcoran
President, CTEVH

EDITOR'S NOTE

This Fall issue of TCT reaches you late, patched together, and unedited. Apologies are not enough, nor are reasons, no matter how valid. The fact is: you did not get TCT even nearly on time and its appearance (if not its substance) is less than satisfactory. I am not pleased and I'm sure you are not.

Some of the reasons for this situation are given in "News from CDHS", this issue. I hope that when the problems leading to this unfortunate circumstance are resolved, TCT will again be reasonably timely and less homely. Please bear with us.

Aikin Connor, Editor

**JOINT CONFERENCE - CALIFORNIA TRANSCRIBERS AND EDUCATORS
OF THE VISUALLY HANDICAPPED/NATIONAL BRAILLE ASSOCIATION.
IRVINE, CALIFORNIA, MARCH 17, 18, 19, 1988.**

The California Transcribers and Educators of the Visually Handicapped (CTEVH) has invited the National Braille Association (NBA) to share in the planning and activities of the 29th Annual CTEVH Conference to be held at the Irvine Hilton and Towers, March 17, 18, 19, 1988--Thursday, Friday, Saturday. The theme for this year's conference is "Joining Hands to make a Difference". CTEVH and NBA have enormous supplies of expertise that can help guide and enhance new technological processes now at our command. This conference will help make these resources available to transcribers, teachers, and parents.

Joining the California State Department of Education as sponsors of the conference are the Orange County Department of Education, Garden Grove Unified School District, and the West Orange County Consortium for Special Education (WOCCSE). Hosts for the conference include: Beach Cities Braille Guild, Laguna Hills Transcribers, Braille Institute of Orange County and Los Angeles, Blind Children's Learning Center, and the California Association for Parents of the Visually Impaired (CAPVI).

This conference will feature many displays of special equipment and products for visually impaired persons. A number of commercial exhibitors will make scheduled presentations or demonstrations (concurrent with workshops) throughout the conference. The exhibits will be open to the general public.

On March 16 (Wednesday), as a special adjunct to this year's conference, Mitchell Dul, O.D., M.S., Chief, Low Vision and Rehabilitation Services, Southern California College of Optometry in Fullerton will conduct an all-day session, "Seminar on Low Vision: For Educators and Others Working with Visually Impaired Students"

**** American Airlines is the official carrier for Conference. To secure really rock-bottom rates from anywhere American flies to any airport in the Los Angeles/Orange County area, call 800/433-1790 and give Star File No. S73604 when you make reservations.**

KATIE N. SIBERT AWARDS - 1988

The Board of Directors of CTEVH, in the fall meeting in September agreed that the monetary awards given each year from the Katie N. Sibert Memorial Fund should not be restricted to educators, but should be made available to transcribers, as well.

The purpose of the awards remains the same--to foster the acquisition and improvement of skills necessary to provide high quality educational opportunities for visually handicapped students in California. The "Katie Committee" (members listed below) has decided that the 1988 award of \$1000 (double the previous awards) be shared in the following manner: one educator award of \$500, and three transcriber awards of \$165, each.

For educator-applicants, the procedure and requirements remain unchanged from those of previous years. For transcriber-applicants, the committee has developed procedures and requirements relevant to their needs. In both cases, the intention of the questions asked of applicants is to provide the committee with information necessary to choose among applicants. The forms for application follow the names of the Committee. Completed applications should be sent by January 30, 1988 to:

Maureen Reardon, Katie Committee
3559 Haig St.
Santa Clara, CA 95054

KATIE COMMITTEE:

Maureen Reardon
Billie Anna Zieke
Ann Kelt
Jim Fisher
Bob Elford
Fred Sinclair, Chair

TRANSCRIBER APPLICATION FOR KATIE AWARD

Requirements:

1. Member of CTEVH currently and during 1987.
2. Actively transcribing.
3. Letter of recommendation from group or agency.

Please respond to the following questions.

1. Name of transcribing group or agency with which you are affiliated:
2. Medium in which you transcribe: (1) braille _____, (2) large type _____, (3) recording _____, (4) specialty areas (specify) _____.
3. Title(s) or description of work transcribed during 1987.

4. Indicate your interest in acquiring new skills or upgrading your skills in one of the specialties given below. (Please check one only.)

A. Large Type

- ☐ (1) Computer process
☐ (2) Enlarged drawings
☐ (3) Other (specify)

B. Braille

- ☐ (1) Literary
☐ (2) Textbook Format
☐ (3) Nemeth Code
☐ (4) Music
☐ (5) Computer Notation
☐ (6) Computer-assisted Transcription
☐ (7) Tactile Illustration
☐ (8) Magnetic tape Transcription (e.g., VersaBraille)
☐ (9) Foreign Language (specify)

C. Recording

- ☐ (1) Description of illustrative material.
☐ (2) General narration.
☐ (3) Expertise in a subject area (specify) _____.

5. Indicate how you use the grant by checking the items below. (Check all that apply even though funds may not cover completely. Describe other expenditures not listed, if appropriate.)

☐ A. Transportation to inservice training sessions (e.g., CTEVH Conference, other local/area workshops).

☐ B. Lodging at inservice training sessions (e.g., CTEVH Conference).

☐ C. Fees for college courses, etc.

☐ D. Purchase of equipment (e.g., tape recorder, braille writer, printer).

☐ E. Purchase of instructional materials.

☐ F. Purchase of miscellaneous supplies.

☐ G. Purchase of computer software.

☐ H. Other (specify).

6. The amount of the three Katie awards to transcribers this year will be \$165.00 each. It will help us plan for future awards if you will indicate the total amount the activity or acquisition you have described would cost _____.

Mail to:

Maureen Reardon, Katie Committee
3559 Haig St.
Santa Clara, CA 95054

BY: January 30, 1988

KATIE N. SIBERT MEMORIAL SCHOLARSHIP, 1988

Eligibility Requirements:

1. Eligible to enroll in program leading to credential for teaching visually handicapped students in California:
 - a. Baccalaureate degree from accredited institution
 - b. 2.5 GPA.
2. Application and nominating letter (see below) received by committee by January 30, 1988.

Order of Preference:

1. Teacher working with visually handicapped students in California, but not fully credentialed.
2. Teacher or graduate student enrolled in program leading to credential for teaching visually handicapped students in California.
3. Regular classroom teacher with direct experience working with visually handicapped students who is interested in working toward a VH credential.

Letter of Nomination:

Letter of Nomination must be submitted by applicant or another person which describes the applicant's qualifications. The letter should address the following points:

1. Professional and/or volunteer experience(s) of the applicant with visually handicapped or other handicapped persons.
2. Community involvement of the applicant.
3. Professional activities of the applicant and credentials held.
4. Personal interests, talents, or special skills of the applicant.
5. Honors or awards received by the applicant.

References:

Applicant should give the names, addresses, and telephone numbers of a person who is in a position to recommend the professional qualifications of the applicant, and one who can recommend the qualities of community participation and leadership of the applicant. Either person may be the author of the Letter of Nomination.

KATIE N. SIBERT MEMORIAL SCHOLARSHIP, 1988

APPLICATION

Name: _____
(Please Print)

Address: _____

City, State, Zip: _____

Telephone: () _____

Units remaining to be completed for VH credential: _____
(If work has not begun, state "all")

University in which work toward VH credential has been started: _____

Years of teaching experience: _____ Regular Classroom: _____
VH Students: _____

References:

Professional:

Name: _____

Address: _____

City, State, Zip: _____

Telephone: () _____

Community:

Name: _____

Address: _____

City, State, Zip: _____

Telephone: () _____

Mail to:

Maureen Reardon, Katie Committee
3559 Haig St.
Santa Clara, CA 95054

BY: January 30, 1988

COMPUTERIZED LARGE PRINT WITH THE APPLE FAMILY OF COMPUTERS

A relatively inexpensive program for large print transcribing by Apple computer is the Magic Slate™ word processing program. Although originally written for young students, it is an easy-to-learn program that will produce very good large print. It is appropriate for visually impaired persons, transcribers and teachers.

The program is available from:

Sunburst Communications
39 Washington Ave.
Pleasantville, NY 10570
914-769-5030

This program comes with two disks and a manual, and the price is \$99.95. One disk allows for viewing the screen in either 20 or 40 columns. (20 columns would be considered large print on the screen). The second disk is an 80-column version. This disk will allow one to view the screen as the page will be printed. This version has proven to be popular with transcribers, as formatting is simplified ('what you see is what you get'). All versions will print in two sizes of large print on the printer.

Another word processing program that has large print capability is the BEX™ program from Raised Dot Computing. This program, originally written for blind users, is a multifaceted program. Options include large screens, speech synthesis, and Grade II braille translation. The new version for transcribers is called TranscriBEX™. It includes some additional formatting commands for braille transcription. It is available from:

Raised Dot Computing
408 S. Baldwin St.
Madison, WI 53703
608-257-9595

This program comes with four disks and a manual. It runs about \$400.00. The company is very supportive in helping with technical problems, and their newsletter serves as a forum for all computer users who are either visually impaired or work with the visually impaired. This program is significantly more expensive than Magic Slate™, but has a number of other features. For those also interested in braille transcribing via computer and want a multifunction program, this one is an excellent choice.

Both of the above software programs are designed for the Apple II series of computers. An Apple IIc™ is a small, *almost* portable computer. It sells for \$995 with a monochrome monitor. A second disk drive, while not absolutely necessary for the programs, is highly desirable. This is \$299 more. An Apple IIe™ system, which will include a larger sized computer and monitor, is \$1300 for a two disk drive system. The recommended printer is the Apple Imagewriter II™ dot-matrix

printer (\$595) for use with the Apple IIc™ or IIe™. An Epson LX-80™ dot matrix printer (\$299) will work with the Apple IIe™. With this printer an interface card with graphics capability for producing large print is necessary. The Grappler+™ card is one that has been used with success. Large print with BEX™ seems to be better with the Imagewriter II™.

The Apple Macintosh computer also produces large print in a variety of styles and sizes. It is a very simple computer to learn and has fantastic capabilities. Any word processing program sold for the Macintosh™ will produce large print, and can be customized quite easily. The Macintosh+ sells for \$2195. The Imagewriter II dot-matrix printer is recommended.

The Laserwriter+ printer produces extraordinary large print with the Macintosh computers. Type fonts are clear and sharp and the print copy can be enlarged up to 400%. Paper size is limited to 8 1/2 x 11, but can be oriented upright or sideways. Laserwriters sell for \$5700 and are usually shared by several computers in a network.

There is quite a range in both price and capability for production of large print by computer. Any purchase decision should include an analysis of factors such as whether both braille and large print capabilities are necessary as well as the price range for the equipment. All of the above suggestions have both strengths and weaknesses, but with some thought one can find a system to meet identified needs.

This is a sample of Large Print produced by an Apple IIc computer and an Imagewriter II dot matrix printer using BEX Version 2.0.

This is an example of large print with the 20 column version of Magic Slate printed on the Epson LX-80 Printer.

This is an example of Toronto Bold 24 point print on the Macintosh and printed on the Imagewriter II.

This is an example of New York
Bold 24 point print on the
Macintosh and printed on the
Imagewriter II.

This is an example of Geneva Bold
24 point print on the Macintosh
and printed on the Imagewriter II.

This is a sample of 18 point Palatino printed on a
Laserwriter +

This is a sample of 18 point Bookman
printed on a Laserwriter +

This is a sample of 18 point Times printed on a
Laserwriter +

This is a sample of 18 point Helvetica printed on a
Laserwriter +

This is a sample of 18 point Courier
printed on a Laserwriter +

This is a sample of 18 point Avant Garde
printed on a Laserwriter +

This is a sample of 18 point New Century
Schoolbook printed on a Laserwriter +

Sue Reilly
CTEVH Computer Assisted Braille & Large Print Specialist

TABICAT UPDATE

Version 4.0 of TABICAT is ready for the Commodore 64 and in addition a Large Print Program which produces two sizes of print is also available. The Large Print program is written specifically for the Star NX-10 printer (but it may work with others such as the Epson series) and will output text in either 3/16" or 3/8" characters. Words are not hyphenated; instead, if a word is too long for a line it is started on the next line. The output should be a boon for those with limited vision.

TABICAT 4.0 adds two additional capabilities: running heads and the ability to get the disk directory from inside the program. This update is only \$5 for prior users of TABICAT. For new users, TABICAT remains the least expensive computer assisted braille transcription program available, only \$25. This price includes Proof Positive and two games! All these programs work with the C-128 computer also.

The following addresses are for getting TABICAT files embossed:

National Braille Association
1290 University Avenue
Rochester, NY 14607

CompuBraille, Inc.
2791 24th Street, Room 7
Sacramento, CA 95818

Michigan Association of Transcribers
for the Visually Impaired, Inc.
P.O. Box 20151
Lansing, MI 48901

The cost is about 12 center per page for the first two and 8 cents per pay for MATVI. You should request submission regulations and cost from each organization before sending a disk. Be sure when you send a disk that "TABICAT Commodore" is written on it so the proper equipment will be used.

To obtain these Commodore programs contact:

BOBCAT (913) 262-7440
Computer Applications
J.J. Hoefer
5200 West 68th Street
Shawnee Mission, KS 66208

The following book ay be of interest:

PERSONAL COMPUTERS AND THE DISABLED by Peter A. McWilliams
Quantum Press, Doubleday & Company, Inc.
Garden City, NY
1984 Copyright, ISBN: 0-385-19685-7

Diann and Ken Smith
Computer Assisted Braille (North)

LITERARY BRAILLE:
CLARIFICATION OF THE 1987 REVISION
RULE 12

Have you already received your copies from the Library of Congress of "Changes to the 1972 Revision Adopted by the Braille Authority of North America July 1987"?

There have been a few questions about Rule 12: Letter Sign. It states in 12.a(1): The letter sign is required when any letter immediately follows a number or is joined to it by a hyphen.

- 1) What about textbook title pages, where the prefatory pages are given as, for instance: p1-p5
- 2) What about textbook title pages, where the print pages give the "continuation letters", as: Print pages b124-d149
- 3) What about capitalized Roman numerals giving inclusive numbers, as: Chapters IX-XII
- 4) What about inclusive Bible chapter numbers, as: Leviticus V-IX

The chairman of the BANA Literary Braille Committee, Darlene Bogart, and the immediate past chairman, Maxine Dorf, are in accord with our current practice -- no letter sign in any of the above.

In the p-pages, the second p belongs to its following number. In the print pages, the same reasoning applies.

In the Roman numerals, they're not following a "number", meaning an Arabic number.

And the Bible chapter numbers, of course, will continue to be converted to Arabic numbers, as they have always been.

(Aren't you glad Billie Anna Zieke asked, before you ran into the problem?)

* * * * * P.S. Here's a small challenge for you sharp-eyed * * * * *
experts out there -- the 1987 Changes contains
several errors -- how many can you find? My list
may not have found 'em all, but I'll share it with
you next time.

Norma L. Schecter
Literary Braille Co-Specialist

ANNE YALE -- Beach Cities Braille Guild. Within three months of completing the class, Anne received her certification, completed 9 chapters of "Anne of Avonlea", one volume of an English grammar, and one volume of material on human anatomy, as well as creating and brailleing an index for the anatomy material, and doing monthly braille bank statements for a couple of clients. Wow!

DON'T EVER ASSUME Y'KNOW IT ALL!

As transcribers we are constantly coming face to face with some of the darndest things. Authors use colloquial, formal, classic and common language. And these can occur even in a relatively simple story meant for young children.

How about a short review of some basic literary "stinkers"? Whether or not you believe you need it, please take a few moments to test yourself by brailleing these 10 sentences:

Begin the numbered sentences in cell 3 with runovers at the margin, using a 39-cell line.

1. Line AB is parallel to CD and intersects EF at O.
2. G. B. Shaw wrote a story about Mrs. M.
3. 'E went home from school t'other way.
4. Where did Al go when he left home?
5. Al went to Europe for over a year.
6. Com'ere, I wantcha t'meet Will and Mrs. More.
7. Do you sometimes confuse "m" with "n"?
8. No, but I get my ps and qs tangled up.
9. The young girl was in an accident and was blinded.
10. I have visited these apartments: 22b, 23A, and 25W on the 9th floor; and b-3, A3, m3 and 5-H.

If you have any difficulty, turn to page 83 for some hints that may help.

Elizabeth Schriefer
Literary Braille Co-Specialist

CONFERENCE NOTICE: LITERARY BRAILLE

Do you plan to attend the Literary Braille workshop at the next Conference in March 1988?

If so, please ask for and pick up the Literary Braille Worksheet at the Registration Desk. Then pre-examine it for problem areas, underscore the contractions, figure out where letter-signs are or are not needed, decipher where blank lines or italics should or should not be used, etc.

If everybody's worksheets are pre-marked, it will save a lot of time in the workshop itself, so there will be more time for questions and discussion.

-- Norma L. Schechter & Elizabeth Schriefer
CTEVH Literary Braille Co-Specialists

TRICKY TEXTS TRIP TRANSCRIBERS!

You're brailleing along – life is easy – there aren't any tough, complicated math expressions or arcane symbols you don't recognize. Beware! Lots of traps lie in wait!

The text says:

Locate (to the nearest degree) the following points.

Nothing to it – right? Wrong! Nemeth Code states (Rule IX, Section 55.e): ... the one-cell lower-sign whole word contractions for be, were, ..., in, was, to, into, by ... must not be used when these words are in direct contact with any grouping symbol. Therefore, you may not contract the to in the above expression.

The text says:

We enter the appropriate values (from Table 4).

Nothing to it – right? Wrong! The same section cited above states that ... The one-cell whole word alphabet contractions for but, can, ..., must not be used in direct contact with any grouping symbol. Therefore, you may not contract from in the above expression.

The test says:

Compare the arc in the previous example to an arc 20 cm. long.

Nothing to it – right? Wrong! Rule IX, Section 55.b. states: ... the word "arc" must not be contracted when immediately preceded or followed by mathematical symbols, whether spaced or unspaced. Therefore, you may use the (ar) sign in the first arc in the above expression, but you may not use the (ar) sign in the word arc which immediately precedes the 20.

The text says:

The symbol \neq means "is not equal to".

Nothing to it – right? Wrong! Rule IX, Section 55.a.ix states: Contractions and short form words must not be used in a word ... before or after the space which immediately precedes or follows a sign of comparison. Therefore, you may not use the (ea) sign in the word means in the above expression.

Your transcriber's note preceding a table which will not fit across the braille page, but will fit if you rotate it, exchanging rows and columns, begins:

..The rows and columns of this table

Nothing to it - right? Wrong! Rule IX, Section 55.e., states: The contractions, whole-word or part - word, for and, for, of, the, with, whether capitalized, italicized or neither, must ... not be used when in direct contact with any grouping symbol. The transcriber's grouping symbol is a grouping symbol. Therefore, you may not contract The in the above expression.

Your transcriber's note ends with a key listing:

6 x^2+y^2 ..

Nothing to it - right? Wrong! The transcriber's grouping symbol is not one of the items which cancel the effect of a level indicator. (See "Upstairs, Downstairs" in previous TCT.) Therefore, a dot 5 is required immediately before the closing transcriber's grouping symbol in the above expression.

The text says:

Ship A is sailing on the course N56⁰E and ship B ...

Nothing to it - right? Wrong! The letters N and E in the above expression are abbreviations. The Code states, Rule VIII, Section 54.b.: No space should be left between an abbreviation and its period, if present, and a slash line or any symbol of grouping which applies to the abbreviation. ... A space must be left on either side of an abbreviation in all other situations. Therefore, a space must precede and follow both the N and the E in the above expression, regardless of the print spacing.

The text says:

Answers to problems in this chapter are on page A37.

Nothing to it - right? Wrong! If you just braille A37, you will have transcribed A₃₇ [A sub 37]. The Code states, Rule XXIII, Section 177.ii.: The ³⁷ multipurpose indicator must be used between a letter and a succeeding numeric symbol to indicate that the corresponding numeral is not a subscript to the corresponding letter. Therefore, you must use a dot 5 between the A and the 37 in the above expression.

The text says:

... we will not discuss negative numbers until we get to Chap. 5.

You're brailleing along, and you just have room for Chap. at the end of the braille line. Nothing to it - right? Wrong! The Code states, Rule XXV, Section 195.c.: An abbreviation must not be placed on a different braille line from its preceding or following numeral or letter. Chap. is an abbreviation. Therefore, Chap. 5 must all be on one braille line - you will have to go to a new braille line after the word to in the

above expression.

The text says:

Simplify the fraction $\frac{a/b}{c}$

Nothing to it - right? Wrong! What you have here is a complex fraction, even though no simple fraction indicators will be used. Code, Rule XII, Section 63.b., states: Simple-fraction indicators must not be used to enclose a simple fraction whose numerator and denominator are separated by a diagonal line in print when the expressions on either side of the diagonal line appear at the same level relative to it, or are of the same type size as the surrounding mathematical text. Section 66 goes on to state: Complex-fraction indicators must be used to enclose a complex fraction; Section 65 defines a complex fraction as one whose numerator or denominator, or both, contains at least one simple fraction. a/b in the above expression is a simple fraction, even though you do not use the simple fraction indicators with it. Therefore, the entire fraction in the above expression is a complex fraction, and the appropriate indicators must be used.

Joyce Van Tuyl
Braille Mathematics Specialist

LARGE TYPE

Cartridges for almost any printer can be re-inked. There are several machines available which can ink in various colors. The machines are available from Computer Friends, Inc., 14250 N.W. Science Park Drive, Portland, Oregon 97229 and from PBM Industries, 360 North Andreason, P.O. Box 2839, Escondido, CA 92505.

Thorndike Press now has a large print readers guild. Their catalog includes best sellers, romances, adventures, mysteries, histories, and Westerns. Books are printed in about 14 point type. Free catalog available from Thorndike Press, One Mile Road, P.O. Box 160, Thorndike, Maine 04986-9990.

I am often asked about electric large type typewriters and, to my knowledge, none are being produced in this country. We are depended upon the machines with standard type plus enlargement by close circuit TV or magnifier. Many of the small (battery or electric) typewriters can be used with the CCTV and almost all can be used with the large lamp-magnifiers. The best lighted magifiers for this use are the Ednalite or Luxo lamps. These are available from art, engineering, or school supply houses and from agencies serving the blind.

More large type books for children and adults are on the way. ABC-CLIO is doing research to find the best spacing and type to use when their Santa Barbara operation gets under way. They plan to print Cornerstone books for children, and Isis books for adults. Many of the books are best sellers and award winners.

Marian Wickham
CTEVH Large Type Specialist

Arbitrary Signs and Symbols

From Webster's Ninth New Collegiate Dictionary.
© 1985 by Merriam-Webster Inc., publishers of the
Merriam-Webster® Dictionaries. Reprinted by permis-
sion of Merriam-Webster Inc.

This attribution is blocked in cell seven (TBF page 4, Rule I sec 4b(2)). In place of the capital "C" within a circle, braille the word copyright. For the capital "R" in a circle, braille the word registered. These are the common names for these symbols.

⠠ ⠠ ⠠ ⠠ ⠠ ⠠

These are just a few of the marks we see in textbooks. The transcriber is inclined to say, "I can't braille that! The book is just too difficult! Haven't you got something simple for me to braille? Chaucer, Old English, is simpler than this!" I'd have to think up a bunch of braille symbols to stand for marks!" Fortunately the answer is much easier than it looks. All of those symbols have names. The book you are brailleing will tell you what name the symbol should have. If it doesn't, check with your local library. Let us use these symbols for our example.

⠠ Omit space
⠠ Insert space

⠠ Move as shown
⠠ Transpose

⠠ Spell out
⠠ Paragraph

⠠ Insert word
⠠ Delete

The braille user does not have much use for the symbols except to know that they exist and perhaps what they are called. My students use a talking computer to tell them what they have written (full spelling, punctuation, and words can all be read out to them; a spelling checker is also available). I usually braille the paragraph the wrong way (but without proofreader marks) and then the corrected way. Where do I find the correct way? By applying all the symbols to the original way (most of the time the textbook give it both ways so you don't have to translate the marks). Proofreaders marks are found in most dictionaries or check your local library.

The CTEVH/NBA Joint Conference in March of 1988 promises to be the most exciting conference we have ever had. But I need your help. I need examples of textbook pages. Please send me a Xerox copy of a textbook page along with the print title page and copyright date. Send to:

CTEVH/NBA JOINT CONFERENCE 1988
Billie Anna Zieke, Co-Workshop Chair
2115 W. Judith Lane
Anaheim, CA 92804

DO THIS NOW! Please be a contributor even if you're not able to attend. Without your contribution a workshop may have to be cancelled. We need lots of textbook sample pages.

Billie Anna Zieke
Textbook Format Specialist

THE PROGRAM

Once you have thoroughly structured a text and have decided what material will be transcribed in computer notation, the transcription of programs is relatively simple.

The rules to remember for transcribing programs or program lines are:

1. Blank lines must be left before and after.
2. Unless specific rules for the format of program lines are stated in the text
 - a. The leftmost line of the program should begin in cell 1.
 - b. Any indented lines should begin two spaces to the right of the previous level.
 - c. All runover lines should begin in cell 2.
3. Computer Braille Code rules for precise representation should be used.
 - a. Transcribe character for character.
 - b. No contractions
 - c. Numbers in the lower two-thirds of the cell--no number signs.
 - d. Computer Braille Code symbols for all print symbols.
4. Use of Computer Braille Code Indicators
 - a. Indicators which must be used if the construction requires them.
 - (1) Nemeth Code and End Nemeth Code
 - (2) Shape and End Shape
 - (3) Emphasis and End Emphasis
 - (4) Half-line Shifts and End Half-line Shifts
 - (5) Continuation
 - (6) Countable Spaces Sequence
 - (7) Isolated Lower-cell sign
 - b. Indicators which may or may not be used, depending on the structuring of the text.
 - (1) Caps Lock, Caps Release, Shift (Used only if there is a combination of upper and lower case letters)
 - (2) Transcribers Option and End Transcribers Option (Used only for a third kind of type)
 - c. Indicators never used
 - (1) Computer Braille Code Indicator and Termination Indicator (Used only in embedded notation)

5. Other format rules

- a. Whenever possible an entire program should be transcribed on a single braille page. Text may precede and follow a program that fits on one braille page.
- b. When a program is too long to fit on a single page, it may begin following the text. However, at the end of the program, text which follows should begin on a new braille page.
- c. If a program has an identifying label, that label should be centered on line 25 of each page to which it applies. Text which follows a labeled program, whether or not the program takes more than one braille page, must begin on a new braille page.
- d. A program line cannot be divided between pages.

Elinor Savage
Computer Notation Specialist

Some hints for the literary braille sentences. (See page 77.)

1. Use letter-sign before AB and CD (they could be short-form words), and before O.
2. No letter-signs needed with initials (but be sure to space between them); short-form word ab; letter-sign needed before M.
3. Apostrophe before cap-sign E.; no letter-sign with t'.
4. No letter-sign before Al; the word also would not be capped.
5. Use letter-sign before Al at the beginning of sentence.
6. Use the er in Com'ere; the ch-sign in wantcha; no letter-sign with t'; and the whole-word contractions W for Will and M for More.
7. Omit quotation marks and use letter signs with m and n.
8. Use letter-signs before p and q and insert apostrophes before the s's.
9. No room on braille line for blinded. Divide the word and use short-form word for blind. See Krebs, page 88, 47f. (1). "The short-form words for 'after', 'blind', and 'friend' should be used when they are separated from the vowel in a divided word".
10. Use the letter-sign before: b in 22b, b in b-3, H in 5-H.

Road Maps in Math Books

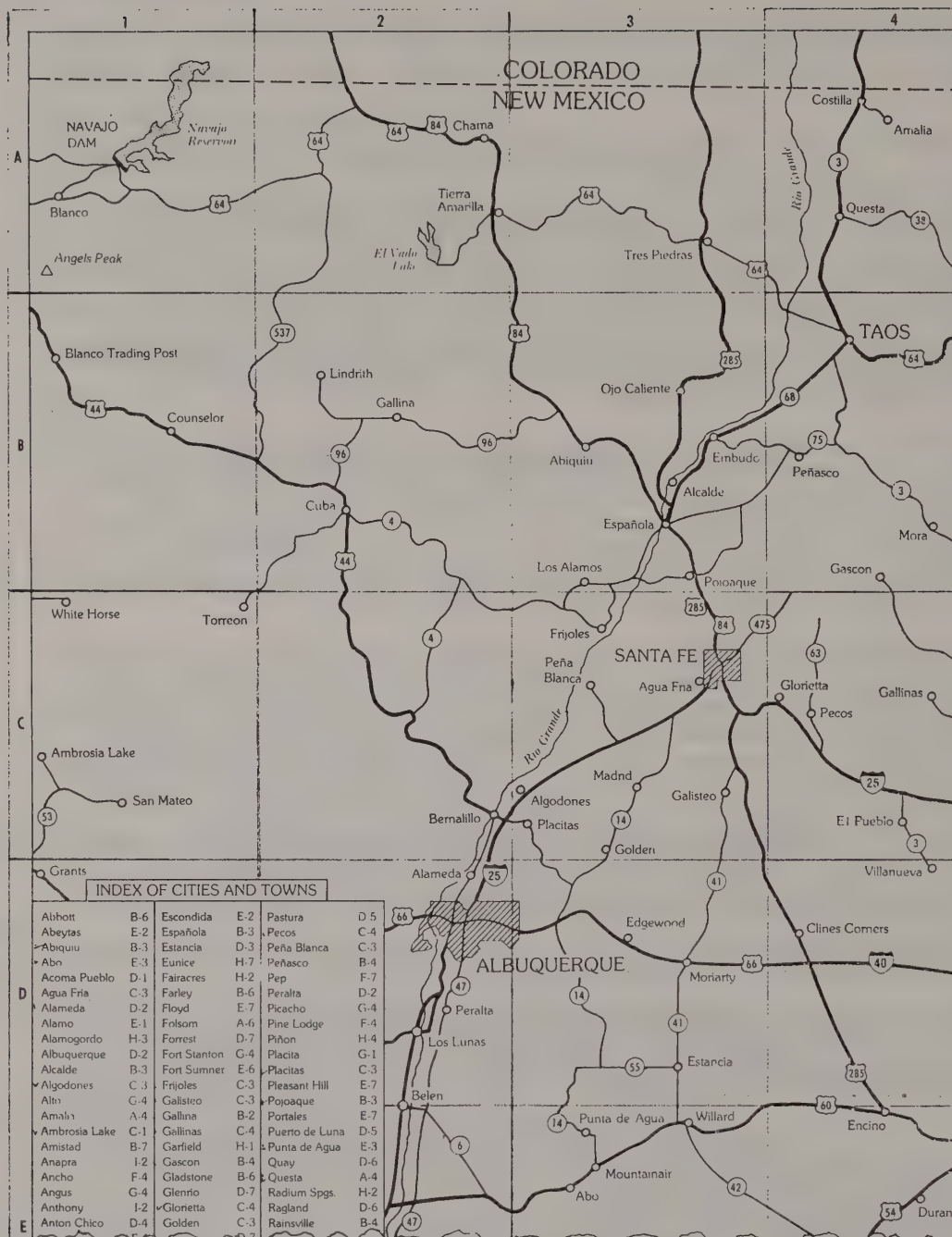
Very often the math transcriber will be confronted with a road map such as the one shown below. Before throwing up your hands in dismay, stop a moment and consider the point of the lesson being taught. This is an introduction to locating points on a Cartesian graph. The student is to locate points on a grid labeled with numbers on what would correspond to the x-axis and with letters on what would correspond to the y-axis.

A casual glance by an experienced transcriber leads to the conclusion that not everything on this map can be shown on the braille version. It is not cheating to look at the questions being asked to find out what is necessary. Right away you discover that there is no mention anywhere of a highway or a river. This leaves only the cities, the dam, the peak, and the lake that must be included.

Since the map is 6 x 8 inches already, you will not be able to enlarge it very much. This means that even if you key your cities with two lower-case letters the map will be very crowded if all cities are included. Therefore, go through all of the discussion and all of the questions regarding the map and make a list of the cities and places named. Assign each city and place a key composed of two lower-case letters. Now arrange the entire key alphabetically. This is important. Your eye may lead you over the map in a certain order, but if the blind person wants to refer back to your key, he is not going to want to have to search through randomly listed letters in order to find his city. The key should be placed before the map.

A transcriber's note should precede the entire presentation telling the reader that all roads, rivers, and some of the cities have been omitted from the braille transcription.

Jane M. Corcoran
Tactile Illustration Specialist



THE ORIGINAL MAP

THE TEXT RELATING TO THE ROAD MAP

2.1 READING MAPS

Part of a map of the state of New Mexico is shown on page 53. To find the town of Pecos, you could do the following:

Step 1: Look for Pecos in the Index of Cities and Towns. (The index is alphabetical, like a dictionary.) You should find this entry: Pecos C-4

Step 2: Follow across the band labeled C and down the band labeled 4. The region where the bands cross is region C-4 on this map. It includes Pecos, as well as other towns and cities. Search in this region to find Pecos.

Navajo Dam is circled near the top of the map. How could you tell someone where to find the dam on this map? The dam is in the bands labeled A (at the left of the map) and 1 (at the top of the map). So the dam is in region A-1 on this map.

EXERCISES

Refer to the map on page 53.

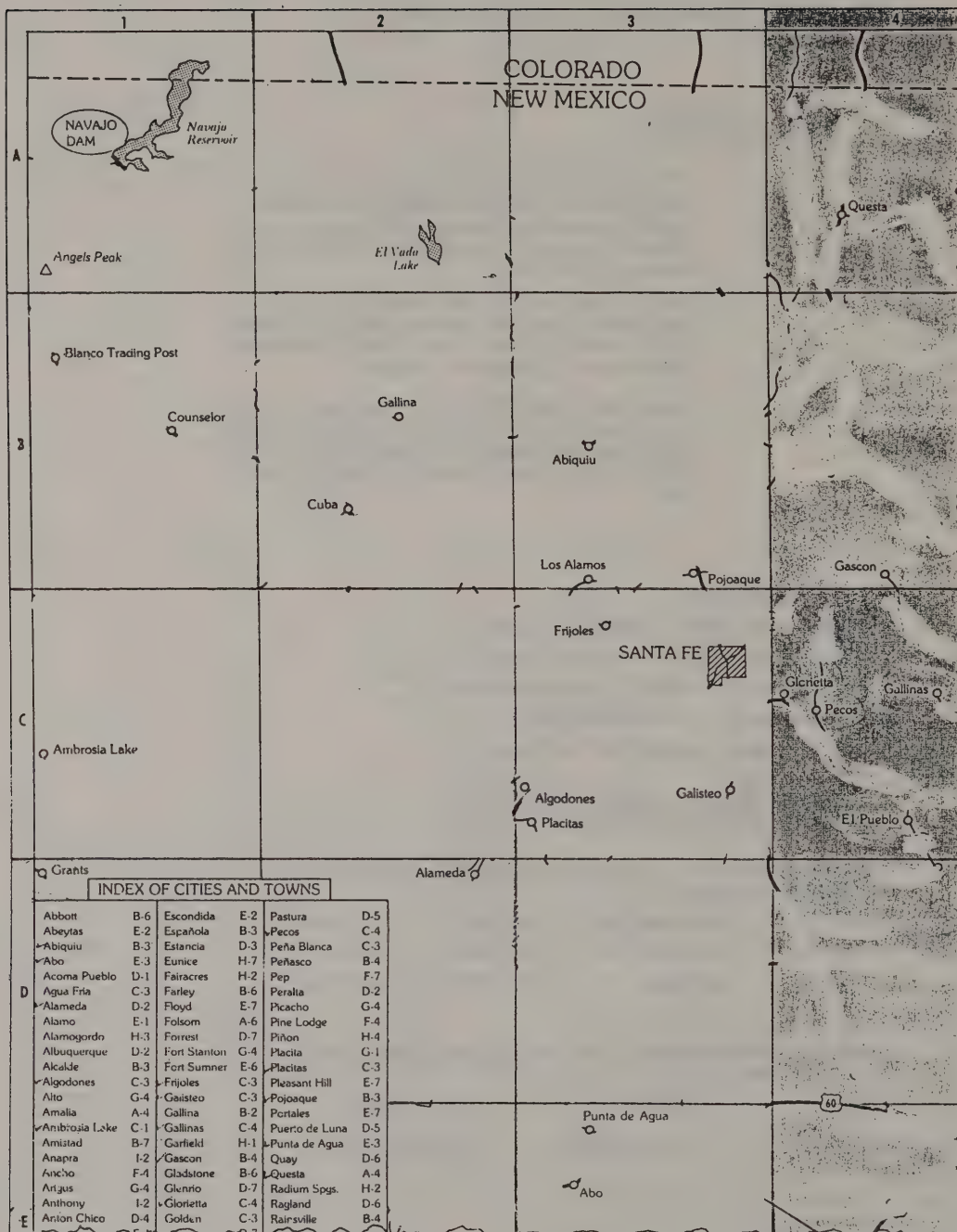
1. The name of each region is made up of a ____ and a ____.
2. What other towns besides Pecos are shown in region C-4?
3. What towns would be labeled B-1 in the complete index?
4. How many regions are named B-4 on this map?
5. How many names does any one region of the map have?
6. Is there any reason why the region containing Pecos should be labeled C-4 on other maps of New Mexico?

Locate each town on the map on page 53 by using the Index of Cities and Towns. Then tell in which region you found it.

- | | | | |
|---------------|-------------------|--------------|--------------|
| 7. Abo | 8. Ambrosia Lake | 9. Gallina | 10. Abiquiu |
| 11. Pojoaque | 12. Punta de Agua | 13. Galisteo | 14. Placitas |
| 15. Algodones | 16. Questa | 17. Frijoles | 18. Alameda |

In which region of the map on page 53 can each place be found? (These places are not in the part of the index shown.)

- | | | |
|--------------|------------------|-----------------|
| 19. Cuba | 20. Grants | 21. Los Alamos |
| 22. Santa Fe | 23. El Vado Lake | 24. Angels Peak |



THE SIMPLIFIED MAP

EVALUATING PROSPECTIVE RECORDING TRANSCRIBERS

Leslie Burkhardt
Recording Specialist

A friend recently asked me if I ever worried about running out of ideas for this column. In the beginning, the thought did occasionally cross my mind. Now, it has been crowded out by the myriad variables that affect a recorded transcription. Equipment, oral presentation, figure descriptions, the recording environment -- all beg for attention, and each can be endlessly dissected and detailed.

This quarter, the evaluation form for prospective Braille Institute recording transcribers is the subject of scrutiny. It has recently undergone revision to better reflect the many different elements of effective narration. In its former state, it lumped these elements into four broad categories: vocal quality, speech quality, reading accuracy, and interpretation. In its revised form, these categories are broken down (see figure 1). The new form saves me from writer's cramp, and makes sure I don't leave out any important aspects of good reading technique. More importantly, it gives prospective volunteers a clearer idea of the elements that are involved in recording transcription.

The format of the new form was inspired by the Toastmaster's Speech Profile (see figure 2). It was then modified to suit the particular purposes of Braille Institute's recording program, and to tie

741 N. Vermont Avenue, Los Angeles, CA 90029
(213) 663-1111, ext. 265

JOHN DOE

1234 Hill Street

Los Angeles, CA 900xx

RECORDING EVALUATION

Recorded: 5/11/87

Evaluated: 5/15/87

COMMENTS:

VOCAL VOLUME: 1 2 3 4 5 - EXCELLENT
Soft ☒ Easily heard
Unvaried ☒ Dynamic
PITCH: Thin ☒ Full
Monotonous ☒ Varied
VOICE QUALITY: Nasal ☒ Open
Breathy/Raspy ☒ Clear
Lacks energy ☒ Strong, pure tones
ARTICULATION: Indefinite ☒ Well-enunciated
Tight jaw ☒ Open
Misreadings ☒ Accurate reading
Mispronunciations ☒ Well-pronounced

TIMING/RATE: 1 2 3 4 5 - EXCELLENT
Choppy/Uneven ☒ Smooth
Slow/Fast ☒ Comfortable pace
Unvaried ☒ Varied
Hesitant ☒ Deliberate

EXPRESSION: 1 2 3 4 5 - EXCELLENT
Misphrasings ☒ Expressed meaning
Intimate/Booming ☒ Conversational
Over/Underdone ☒ Appropriate
POETRY: Misphrasings ☒ Expressed meaning
Over/Underdone ☒ Appropriate
Misreadings ☒ Appropriate

FIGURE DISCUSSION: 1 2 3 4 5 - EXCELLENT
Included caption, source, overview, axes & ranges, some awkward phrasing
coordinates/wordy/concise, and ending.
Hesitant, awkward ☒ Confident

RESULTS: MUST IMPROVE ☒ PASSED ☒ very good overall

If you passed this evaluation, please call the recording department to arrange an introductory recording session. We can review your evaluation at your first session.

If you still need improvement to qualify for the recording program, please remember that volunteers are needed in other areas of service at Braille Institute, and we welcome your inquiries. I would also like to hear from you if you have any questions about your recording evaluation. Thank you so much for your time and effort.

Geoffrey Burkhardt
Recording Coordinator

FIGURE ONE. BRAILLE INSTITUTE RECORDING EVALUATION.

SPEECH PROFILE

This profile has been designed to help you determine what's right and what's wrong with your voice. Before using it, please read the section entitled "Your Speech Profile" on page 9. Instructions for using the profile appear on the reverse side of this sheet.

NEGATIVE	1	2	3	4	5	6	7	POSITIVE
Loudness or Volume:								Loudness or Volume:
Too quiet	•	•	•	•	•	•	•	Good projection
Inaudible	•	•	•	•	•	•	•	Easily heard
Flat	•	•	•	•	•	•	•	Vibrant and dynamic
Pitch:								Pitch:
High	•	•	•	•	•	•	•	Low
Shrill	•	•	•	•	•	•	•	Full
Monotonous	•	•	•	•	•	•	•	Varied
Voice Quality:								Voice Quality:
Nasal	•	•	•	•	•	•	•	Open
Breathy	•	•	•	•	•	•	•	Clear
Harsh, raspy	•	•	•	•	•	•	•	Mellow
Lifeless	•	•	•	•	•	•	•	Enthusiastic
Articulation (Word Usage):								Articulation (Word Usage):
Slushy	•	•	•	•	•	•	•	Clear
Lazy lips	•	•	•	•	•	•	•	Crisp
Tangled tongue	•	•	•	•	•	•	•	Controlled
Tight jaw	•	•	•	•	•	•	•	Open mouth
Mumbling	•	•	•	•	•	•	•	Projection
Mispronunciation	•	•	•	•	•	•	•	Pronunciation
Timing or Rate:								Timing or Rate:
Jerky	•	•	•	•	•	•	•	Smooth
Slow, plodding	•	•	•	•	•	•	•	Fluent
Unvaried	•	•	•	•	•	•	•	Varied, exciting
Hesitant	•	•	•	•	•	•	•	Deliberate
Vocal Variety:								Vocal Variety:
Emotionless	•	•	•	•	•	•	•	Conveys emotion
Unfriendly	•	•	•	•	•	•	•	Genial
Strained	•	•	•	•	•	•	•	Natural
Dull	•	•	•	•	•	•	•	Vital

FIGURE 2. TOASTMASTER SPEECH PROFILE. Taken from YOUR SPEAKING VOICE. Toastmasters International, Inc., Santa Ana, CA: 1982.

into the samples of text which prospective volunteers are asked to read. (Incidentally, the choosing of these reading samples is just as important as the evaluation criteria, and probably merits its own column some day.) The revised form tried to keep what was good about the Toastmaster Profile, and then go from there.

One concept worth keeping was TM's use of numerical gradations between two opposite terms. In this system, opposite terms like "choppy" and "smooth" are separated by numbers from one through five. This gives the prospective volunteer a notion of the specific degree of his ability depending on which number is circled by the evaluator. Additionally, if evaluations are done by committee, a final score can be impartially derived from numerical averages in each category. Since readers' speech patterns are rarely either hopelessly choppy or perfectly smooth, the gradations give a truer speech profile.

Terms were chosen that were as descriptive as possible. Some of Toastmaster's more subjective terms were quickly eliminated. Terms like "lifeless", "emotionless", "unfriendly", and "dull" had to go! In addition to being express tickets into extensive psychotherapy for shattered self-esteem, they really didn't give the prospective volunteer much concrete information. Was he "lifeless" because he was speaking in a monotone pitch? Was his lack of emotion due to unvaried speech patterns? Descriptive terms allow a prospective volunteer to focus on elements of oral transcription rather than gross personality defects.

The new form should give prospective volunteers an accurate picture of their reading strengths and weaknesses. For the voice-over professional who doesn't pass, it may reflect both a recognition of

his super speaking voice, as well as his need to work on good pronunciation and reading accuracy. For the college professor who understands the material, but doesn't express it well, it will show the particular areas of speech that need improvement. For the person who has the enthusiasm, but lacks experience, it will impart to him an awareness and appreciation of the many different skills which must be developed to read aloud effectively. This should result in less hurt feelings, and a better chance at an improved retest.

The new evaluation also has had an unexpected benefit. It has given persons who pass the evaluation a basis for continued improvement. Since even good readers usually have spots which could stand some polishing, the detailed information can be used to further develop good reading technique even after the evaluation.

One word of caution: As I have learned from experience, some prospective volunteers shouldn't be sent a detailed evaluation form. Those who are seen to be very sensitive, and may not understand a detailed form, may better appreciate a personal letter or phone call. Since the recording evaluation's purpose is not to alienate members of the community, these people are dealt with in a special way. If I do accidentally send out a form to someone who reacts badly to it, they are immediately connected with my very friendly and diplomatic boss Jane O'Connor who smooths everything out for me. With this procedure, no matter what the outcome of the evaluation is, most prospective volunteers should come away feeling appreciated for their interest and efforts to help the reading disabled.

WE NEED YOU ALL!!!

I've been somewhat overwhelmed recently by the amount of contacts I've received (by mail, phone and in person) from many of you transcribers. This includes volunteers and professionals, both old and new.

The focal point of these contacts has been ... you may have guessed it ... computers. What varied comments I'm getting! Excitement, enthusiasm and eagerness from those using and feeling comfortable with them. Frustration, confusion and depression from many Perkins users. I understand in at least one or two groups it has nearly become a two-faction organization. It's almost like they're trying to outdo one another. One individual said their group lost the feeling of togetherness they'd had and although their goal is still the same, they no longer have the cohesiveness to achieve it that they had before.

What can we do about this? Must we DO anything? Haven't transcribers always thrived on change and improvement (especially when it meant such a vast increase in output of braille?) When I took braille (good grief, it can't be 30 years ago!) we did it on the slate and stylus ... practice, assignments - everything! I can recall only delight when a Perkins Braille became available for use on weekends only ... then eventually both the school district that had hired me and the small group of volunteers that evolved from the few who'd finished the course, acquired a few brailers. BUT, and this is evidently the crux of the problem (if there really is one), a transcriber did not have to purchase a machine. Many did, but for the most part, the majority could sign one out to keep as long as they remained productive.

Today, of course, we have many transcribers who have purchased a computer, already had one available, or who qualified for the CTEVH Computer Loan program. Let's face it, it's a lot more complicated to set up a computer in your home than to find a small typewriter table (or a corner of the dining-room table) for a Perkins.

What I'd like to emphasize is that transcribers do braille---which is needed in vast amounts, and with needs increasing daily. It doesn't matter how you do it. If you're a Perkins user, take pride in doing the fine job you've always done and forgive those transcribers doing the computer-assisted braille when they enthuse and become impassioned about this wonderful new aid. BUT, don't dismiss the possibility of perhaps some day using a computer. (They're getting cheaper all the time, if expense is the drawback). I realize it's difficult to read through the TCT and see all the articles using unfamiliar and technical words and phrases. This does NOT mean you've been forgotten, ignored, slighted, or neglected. We still want and need you to continue with your steady, reliable braille as you've always done. Just think of all the wonderful things this technology has made possible for the recipients of this braille you are producing. It has truly opened up a new world to them.

And, those of you having such a ball producing braille on your computer, reveling in the knowledge that you are producing not only more braille, but much more easily, remember the Perkins users (especially when the power goes off) and the days when you too were doing it (in your words) "the old way". Try not to make them feel "passé". Nothing could be further from the truth.

Both Norma Schecter and I, as well as all other teachers of Braille Transcribing, must still teach all those pesky, repetitious, unending, and at times tiresome rules of braille. The same amount of knowledge, willpower, steadfastness, dedication and stick-to-itiveness is necessary no matter how you produce it. Yes, it's much easier to correct mistakes on a computer, but perhaps the Perkins user will make fewer errors knowing it must be erased the hard way. At any rate, let's remember that we're all transcribing for the very same reason - to get more good braille into the hands of the readers, and not let either our enthusiasm and fervor, or our misgivings and anxiousness get in the way of the goal to which we've all pledged ourselves. Try it, you can do it!

Elizabeth Schriefer
CTEVH Literary Braille Co-Specialist

INTRODUCING BRAILLE READING TO A NON-ENGLISH SPEAKING STUDENT

Last spring, a new student arrived in our program. She had come to the United States from Nicaragua for surgery for a brain tumor. As a result of the tumor and operation, she lost most of her vision. She spoke little English, but her family and school were supportive. We served Lissett on an itinerant basis, including orientation and mobility in her program. She was also enrolled in an English as a Second Language program, and spent the major part of her school day in the third grade classroom.

Our challenge was to assist her to learn to participate meaningfully in school activities, and support her family and the school staff in making school a positive experience.

Lissett's vision had been seriously affected. She was tentative, and easily frightened. She had once been a top student, and was frustrated by having to relearn skills at which she once excelled. Although she enjoyed the close circuit television, it was not particularly useful for classroom activities. The print size she required was over one inch, and she became fatigued easily when using print. She was so anxious to read! We began with enlarged primary activities to assist in print letter identification and recognition of objects to assist her in learning English. We tutored her in math with enlarged lessons. We also worked on basic personal information, information in English about her community, and helped the teacher adapt some of the classroom activities to help Lissett participate.

Our major concern was getting Lissett back to academics in a serious way as her English language skills increased. We wanted to introduce braille as quickly as possible, and we began by meeting with her family. Through an interpreter, we explained a little about braille, and about other ways of reading. We helped Lissett register with the Library of Congress, and identified some skills which Lissett would need to begin braille reading instruction.

First, we wanted to introduce braille through using the Mangold pre-reading program, because: 1) it was sequentially programmed, 2) it did not require immediate letter or word recognition, and 3) it would provide her with immediate experience and success. Then, we identified those vocabulary words and concepts we would need to teach Lissett: up and down, right and left, top and bottom, pushpins, board, magnets, and mark the one that is 1) same, 2) different, 3) not the same and 4) like the others, etc. After that, we applied those vocabulary words to the desk, and the page itself.

Lissett learned the shape of names for square, circle, and rectangle and practiced hand movements from left to right, and up and down. She also practiced following raised lines, and learned how the activities would be timed. By the time we started on the first page, Lissett knew all the necessary directions, had practiced with pushpins, and was ready to begin.

She was a willing and energetic student. We provided completed pages to her for demonstration at home and in school. By the time summer started, Lissett had progressed to the section of the Mangold program on identifying letters.

The success was due in large part to Lissett herself. The support of her family, school, mobility instructor and classmates all contributed to her positive and willing approach. Of course, the program developed by Sally Mangold was a wonderful tool for teaching the concepts, the language skills, and the reading skills that will benefit Lissett throughout life. The best part for me, as a teacher, was seeing Lissett develop braille reading skills through practice and success, with an enthusiasm that was infectious.

Maureen Reardon, Teacher, Visually Impaired
San Mateo County Office of Education

NEWS FROM CDHS

The biggest news from CDHS, as most of you may know, is Fred's retirement. For six months I have been trying to carry the ball, as well as block (to use a seasonal figure of speech), because my own position as Fred's assistant has not yet been filled. Without Fred's continuing support as liaison to CTEVH and without the professional expertise and dedicated work from the staff of CDHS, much more yardage would have been lost. Without the trust and unflagging cooperation of our volunteer transcribers and teachers, the game would be over (as is all this football talk!). Thank you all.

Shall we get the bad news over? (1) Our "operating" budget - those expenditures such as postage, telephone, equipment, duplication, travel, etc. - has been cut by 55% because of budget realignments made by the Dept. of Education to meet the 10% cut made by Governor Deukmejian in this year's budget. (2) Two brand new Apple IIGS computer systems, our Xerox Memory Writer (on which TCT used to be prepared), and my own personal MacIntosh computer system were stolen in September. My Mac was covered by my personal insurance; the State carries no insurance.

In spite of all the above, we are still functioning: the 1987-88 Master Tape Library Catalog is on its way to the printer; Dr. Dave Uslan continues to conduct workshops and technical assistance sessions with teachers and transcribers in the use of high-tech equipment (appearing on a nationally broadcast TV program this Fall); tape duplication continues to keep even (well, almost!) with requests; and basic search, shipping, and coordination functions of CDHS are still going on.

APH

The new Federal Quota appropriation has been announced as \$5,510,000; however, President Reagan has "sequestered" 8.5% of this figure to meet the Gramm-Rudman-Hollings requirements (triggered by the loose-cannon spending for the war effort which has been largely responsible for the annual record Federal deficits for the past five or six years). The per capita allotment for the current school year is now set at \$106.48. In 1980, it was \$131.87. Estimates by APH suggest that to match the buying power of the 1980 per capita allocation, this year's should have been \$210.99!

Adjustments (expenditures this year, encumbrances, etc.) to school's accounts have been made, and Nena Thompson, CDHS Federal Quota Account Technician, is in the process of mailing statements to schools so that personnel may plan Federal Quota expenditures through the remainder of the year.

We have some hope that we will be able to conduct APH registration in January using a new microcomputer-based system developed for APH last year. An obstacle to our use is that we have so many more students to deal with that modifications must be made to the system.

New APH products announced at the Annual Trustees' Meeting in October include a very fine new cassette playback unit which is about half the size of the familiar GE unit, has more features (compressed speech, for one), and costs about \$78 per unit less! Numerous other new products and publications will be presented at Conference in the APH Update workshop.

Aikin Connor
Director, CDHS

NEWS OF GROUPS

The old adage "No news is good news" must certainly apply here! Presumably, this means that all groups are busy filling the needs of the new school year and the needs of many graduate friends -- so congratulations to all the wonderful volunteers in CTEVH -- may your work be never done!

A few bits of news crept in nonetheless -- the BRAILLE DIVISION OF BERKELEY-WEST CONTRA COSTA CHAPTER, AMERICAN RED CROSS continues with their new Computer Braille Project, hoping to start classes after January 1. Presently, they are busy with textbooks for Siskiyou County Schools.

KINGS UNION CATALOG -- KINGS TAPE LIBRARY FOR THE BLIND (209-582-4843) can search not only the eleven member libraries for recorded books but now has the capability of searching the National Library Service of the Library of Congress, Recording for the Blind, and The American Printing House for the Blind as well. If a book is not found, its title is put into a suspense file which is checked periodically as new titles are added to the catalog. Then, if a title is found, the information is sent out immediately to the person requesting its whereabouts. (A smooth operation, indeed!)

Computer Braille is a new service offered by MONTEREY COUNTY BRAILLE TRANSCRIBERS. Computers are catching (have caught) on and on and on and on and on! May it never end!

5 new transcribers were added to the volunteer list of POMONA VALLEY TRANSCRIBERS GUILD -- they graduated in August and they are welcome to the growing ranks of volunteers. Pomona Valley group still support the Center for Visually Handicapped Seniors who meet each Monday and Friday at the Brethren in Christ Church, 1205 N. Baker St., Ontario.

A change in location for the transcribing classes by the Pomona group -- Rose Kelber is instructor at the Josslyn Center, Mountain & Harrison Sts., Claremont, CA 91711. For further information, contact Rose at: 538 W. El Morado Court, Ontario 91762 (714) 986-5060.

Great happening at the Pomona Valley Unit of RECORDING FOR THE BLIND. They have moved to new quarters at 700 E. Harrison Ave., Suite C, Pomona, CA 91767 (714-624-4156) expanding to 4 recording booths and more parking spaces for volunteers. Their recent fund raiser was an exciting Classic Dixieland Jazz Concert in November -- they hope to raise funds for a cassette duplicator, a photocopier, four monitoring stations, office furniture and equipment, and a computer terminal to link up to National Headquarters and Library in Princeton, N.J. They are sending a call herewith, to raise money for operating expenses as well as more volunteers who are needed for reading and monitoring.

A compliment from SAN FERNANDO VALLEY BRAILLE TRANSCRIBERS GUILD -- the Guild unanimously agreed on the 5-star quality of the 1987 CTEVH Conference! Their compliments are added to the many unpublished compliments for that Conference Committee in Sacramento!

Next quarter we'd like to hear from more groups -- computers are fascinating, but stop a minute! let us hear your good news!

NEW OFFICERS/ADDRESSES

Braille Division
Berkeley-West Contra Costa Chapter
American Red Cross
2116 Allston Way
Berkeley, CA 94704

Chairperson: Lucy Garcia, 42 Vicente Road, Berkeley, CA 94705
(415) 843-3223

Contra Costa Braille Transcribers
c/o Ann Kelt, Chairperson
514 Freya Way
Pleasant Hill, CA 94523

Chairperson: Ann Kelt, same address
new work phone number: (415) 222-1430

Monterey County Braille Transcribers
P O Box D F
Pacific Grove, CA 93950

Chairperson: Mabel Locke, 8545 Carmel Valley Rd.,
Carmel, CA 93923 (408) 624-1281

Secretary: Pat Shepner
Treasurer: Marie McCrary
Public Relations: Marge Brack
Historian: Caroline Hellieson

Peninsula Braille Transcribers Guild
340 N. Ellsworth Avenue
San Mateo, CA 94401

Chairperson: Ms. Frances K. Smith, 130 W. 36th Avenue
San Mateo, CA 94403
(415) 349-7671

Sacramento Braille Transcribers
2791 24th Street
Sacramento, CA 95818

Chairperson: Sandy Shubb, 6291 Chetwood Way, Sacramento, CA 95831
(916) 427-3918

San Fernando Valley Braille Transcribers Guild
c/o Rollie Greene
4784 Park Encino Lane
Encino, CA 91436

Chairperson: Rollie Greene, 4784 Park Encino Lane
Encino, CA 91436
(818) 789-6362

Vice-Chairperson: Leah Morris
Secretary: Ilene Goltz
Treasurer: Hana Posin

Ventura County Braille Transcribers Assn.
P O Box 3353
Ventura, CA 93006

Chairperson: Helen Zillmer
Vice-Chairperson: Cynthia Pontinen
Secretary: Dorothy Leeds
Treasurer: Carol Padilla
Publicity: Connie Ferritto

Volunteers of Soledad
CTF South Facility
P O Box 686
Soledad, CA 93960

Operations Coordinator: Marvin Mendelson
Secretary-Treasurer: Dean Carey
Administrative Coordinator: Dave Bell

INTERESTING TRANSCRIPTIONS

Beach Cities Braille Guild, Inc.
P.O. Box 712
Huntington Beach, CA 92648

EACH DAY A NEW BEGINNING, subtitled "Daily Meditations for Women", no author
Copyright 1982 (7 volumes--587 Braille pages)

THE TWELVE STEPS TO HAPPINESS, by Joe Klauss
Copyright 1983 (2 volumes--122 Braille pages)

Press Department
Braille Institute
741 N. Vermont Avenue
Los Angeles, CA 90029-3594

HOW TO GET THE BEST OUT OF YOUR GE REFRIGERATOR, by General Electric Corp.
no copyright, (1 volume--Braille)

OUR FAVORITE RECIPES, by Central Church Committee
Copyright 1985 (15 volumes--Braille)

HOW TO GET A JOB IN L.A., by Thomas M. Camden and Freda Greene
Copyright 1985 (17 volumes--Braille)

San Fernando Valley Braille Transcribers Guild
c/o Rollie Greene
4784 Park Encino Lane
Encino, CA 91436

(on file with Braille Institute)

HEART OF THE GOLDEN EMPIRE: BAKERSFIELD by Richard C. Bailey
Copyright 1984

HARVEST OF THE SUN--RIVERSIDE COUNTY, by James T. Brown
Copyright 1984

EXPLORING OUR WORLD: OTHER PEOPLE OTHER LANDS, by Neeirng, Ufukawa, Wood.
Copyright 1985

PEACE OF MIND IN EARTHQUAKE
Copyright 1974

Sixth District, California PTA
Braille Transcription Project, North Branch
P.O. box 326
Los Altos, CA 94023-0326

RIGHTS OF THE DISABLES PERSONS HANDBOOK, by California Department of Justice
June, 1986 (3 volumes--Braille). May be purchased for \$25.20.

A CALORIE CHART (21 pages--Braille, \$2.10)

Sixth District, California State PTA
Braille Transcription Project
101 North Bascom Avenue
San Jose, CA 95128

Library Loans:

Books by Margaret Truman, Dana Fuller Ross--Wagon West Series,
Louis L'Amour, Jack Higgins, Robert Heinlein. Contact Peggy Dodge,
c/o PTA Braille Project, (408) 298-4468.

LET'S SHARE RESOURCES

Beach Cities Braille Guild has transferred all its "Sharp-Dot Jumbo" masters to the Braille Press, Braille Institute, following the closing of the Braille Services Guild workshop. Jumbo Braille materials (for the touch-impaired) will continue to be provided free of charge so long as their special Jumbo Braille Fund lasts. Requests must still be addressed to Beach Cities Braille Guild, P.O. Box 712, Huntington Beach, CA 92648.

Note: This material is NOT suitable for small children. It is intended solely for the use of adults who "don't feel very well", like diabetics, people with severe circulatory disorders, or other kinds of tactile neuropathy.

NEW! in Braille and on Cassette: THE MICROWAVE TIMES. A bi-monthly (6 issues a year) cooking magazine. Featuring: Average of 45 recipes per issue, Tips and Techniques of Microwave Cooking also What's New in Microwave Accessories. Now available in braille, approximately 88 pages per issue and on tone-indexed cassette, with a 6 slot storage album included. For more information contact C L Productions, 2905 Berkshire Lane, Mesquite, TX 75150, (214) 681-2271.

Sylvia Paull, of both Beach Cities Braille Guild and Laguna Hills Transcribers, came across a new and very useful gadget - a miniature hand-held battery-operated vacuum, for keeping her computer keyboard clean. It's Catalog No. C4719, Micro-Vac, from:

Harriet Carter	Shipping:
Dept. 37	Up to \$10.00 order, add: \$2.95
North Wales, PA 19455	\$10.01 to \$15.00 add \$3.45
	\$15.01 to \$25.00 add \$4.15
Price: \$5.98 plus .90 insurance	\$25.01 to \$35.00 add \$4.95
plus shipping	\$35.01 to \$50.00 add \$5.75

Seems to me this would also be a good idea for the Perkins Brailier, Large-Print Typewriter, any other equipment that might be impaired by dust or lint.

The Phone-Ring is a simple and inexpensive device for recording phone calls. Frinstance, if you're a blind student seeking information from APH or other long-distance place, instead of aggravating your phone bill while you jot down information on your Perkins, you simply place this insulated ring around the mouthpiece of your telephone. It's connected to a wire which ends in a jack, which you plug into your tape recorder. Record the information, and put it into braille afterwards. For current price on this, and many other useful items, write to:

Doran Enterprises, 176 Brehl Avenue, Columbus, OH 43222

Their product and price list is free in print; if you want it on tape, send a new, high-quality C-90 cassette.

(Yes, Virginia, this is the same Doran who edits THE NEWS REEL, that interesting monthly tape-recorded magazine--new members will be accepted only through January each year.)

Bubble-plastic is a neat way of protecting braille letters in the post. I use 8 $\frac{1}{2}$ x11 braille paper (or cut up pages I've spoiled near the top of the page), and put the paper in cross-wise so the long 11" side becomes the top, allowing a full braille line. I place a sheet of bubble-plastic on the top page of the letter, bubble-side against the dots, and slide the whole thing into a 9x12" mailing envelope.

Where the postage stamp would go, print: FREE MATTER FOR THE BLIND. (I also, in the lower left corner, print: BRAILLE -- PLEASE HANDLE WITH CARE!) I've never had a letter arrive in unreadable condition.

Oh, yes -- one of the products offered by Doran Enterprises is gummed labels and rubber stamps -- as per samples here.

-- Norma L. Schechter

**"FREE MATTER
FOR
THE BLIND"**

FREE
READING MATTER
FOR THE BLIND

HELPFUL HANDS ACROSS THE SEA

One of our long-time CTEVH members is Paul M. Ajuwon, Dept. of Special Education, Obafemi Awolowo University, Ile-Ife, Nigeria. He works in the special education teacher-training program for the visually handicapped, after having had some years of education here in the U.S.

He's trying to start a braille transcribing group; the university will provide classroom space, but he needs Perkins Brailers. Their tight foreign exchange market has made it virtually impossible to purchase anything from overseas.

Braille Services Guild is donating a Perkins in good condition to help them get started. San Gabriel Valley Braille Guild has 5 old machines to donate, that will need repairs and general service.

Could some of our readers -- either as Guilds or as individuals -- help by donations toward these repair costs? You could make out your checks payable to Volunteers of Vacaville, and mail them to: Norma Schecter, 8432 Northport Drive, Huntington Beach, CA 92646. As soon as we've accumulated enough to repair each machine, we'll forward the money and the machine to Vacaville.

(I remember how hard I struggled to get enough brailers for my classes when we moved to Orange County 14 years ago, and how grateful we were for friends who loaned or donated machines. We even found somebody to clean and repair several ancient New Halls donated to us by Sixth District P.T.A. North Branch. Don't snicker -- they were a lot better than a slate and stylus in terms of minutes per braille page.)

* * * * *

What happens to out-dated braille materials? Many of our textbooks are superseded within just a few years. Yet the basic information they contain may still be perfectly valid.

Had you thought of overseas agencies who might be delighted to receive any of our "unwanted" material?

Here are a few contacts:

Overseas Blind Foundation
Donald M. Reynolds
World Braille Union
5053 Morocco
Santa Rosa, CA 95405

Write and tell him what you have on hand, and ask him to suggest a possible recipient. Braille may be sent FREE MATTER FOR THE BLIND to an agency for the blind, not an individual.

National Braille House - Majeda Begum, Chief Librarian
32 Gopi Mohun Roshak Lane,
Tipu Sultan Rd.,
Dhaka One,
Bangladesh

They're delighted to receive anything in English Braille.

Fima Enterprises for Disabled Society
Golam Maula Prodhan, Chairman
Post Box 1175, Dhaka Sadar,
Dhaka-1100,
Bangladesh

They, too, are delighted to receive anything in English Braille.

-- Norma L. Schecter

CTEVH LIFE MEMBERS

Jean Alexander
Estelle R. Barsis
Barbara Berglund
Susan Bernay
Laura V. Bosworth
Carolyn Card
Jane Corcoran
Anna May Cronin
Maxine Dorf
Betty Sweet Epstein
Paul Furnas

Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood
Ruth Hughes
Lavon Johnson
Russell M. Kirbey
Rose Kelber
Blossom Kerman
Bernard M. Krebs
Bettye Krolick
Lynne M. Laird

Mabelle McMahon
Diane Meyer
Dorothy Misbach
Leah Morris
Miriam Nelson
Evelyn Olgiati
Dr. Stanley Olivier
Estelle Palm
Lila Queen
Mrs. Chas. D. Redfield
Anthony T. Rossi
Barbara Blat† Rubin

Norma L. Schechter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Richard L. Simonton
Fred L. Sinclair
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Anna E. Wiesman
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1967-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-78 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS
1984-86 ROBERT DODGE

PAST EDITORS

THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN
KATHRYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

SPECIAL RECOGNITION

1985 BOB DASTEEL
1987 BETTY BRUDNO
ELEANOR and JACK SCHARLIN

DISTINGUISHED MEMBER

1984 FRED L. SINCLAIR

CTEVH CERTIFICATES OF APPRECIATION

1974	VOLUNTEERS OF VACAVILLE BRAILLE INSTITUTE OF AMERICA
1975	ESTHER FOX MARIE ERICH
1976	NORMA L. SCHECTER
1977	BOB DASTEEL DONN SPENCER
1978	MARY DEGARMO BETTY BRUDNO EVELYN OLGATI
1979	RUTH S. LOWY
1980	ETHEL SCHUMAN DIANE MEYER
1981	CARL LAPPIN
1982	BARBARA BLATT RUBIN BILL BRIGGS MICHAEL LANDON
1983	AIKIN CONNOR CAROLYN "CHRIS" MACKEY
1984	BERNARD M. KREBS JANE O'CONNOR VERHAGE
1985	SYLVIA CASSELL ELIZABETH C. SMITH
1986	SALLY MANGOLD ELIZABETH SCHRIEFER JOYCE VAN TUYL
1987	JOHN FLORES

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Make Check Payable to CTEVH

Annual Dues: \$8.00 (U.S. Funds) New ☐ Renewal ☐ Life Membership (\$150.00) ☐
Katie N. Sibert Memorial Scholarship Fund ☐ \$_____.

NAME: _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one, only): a transcriber, an educator or other (specify) _____

If visually handicapped, do you want CTEVH publications in braille []? On tape []?

CTEVH MEMBERSHIP CHAIR
LILLIAN S. GARDNER
741 N. VERMONT
LOS ANGELES, CA 90029

EXECUTIVE BOARD 1986-87

President: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Vice-President: C. ROBERT CALHOUN 3401 Clairemont Dr., San Diego, 92117
Secretary: LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS 152 Hamilton Ct., Los Altos 94022
ROBERT ELFORD 4097 39th Ave., Oakland 94619
LIL GARDNER 7046 Park Manor Ave., North Hollywood 91605
LAVON JOHNSON 4719 Crestwood Way, Sacramento 95822
ROSE KELBER 538 W. El Morado Ct., Ontario 91762
ANN KELT 514 Freya Way, Pleasant Hill 94523
LYNNE LAIRD 2909 Forest Ave., Berkeley, 94705
JOAN S. LEVY 339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON 3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON 3601 Curtiss St., San Mateo 94403
SUSAN REILLY 3549-130 Castle Glen Dr., San Diego, 92123
FRANK RYAN 415 So. Oakland #8, Pasadena 91101
MARIAN WICKHAM 1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE 2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR (ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR (ex officio) 721 Capitol Mall, Sacramento 95814

CTEVH SPECIALISTS

*** BRAILLE ***

Computer Assisted: SUE REILLY (619) 274-9822
(South) 3401 Clairemont Dr., San Diego 92117
DIANN & KEN SMITH (415) 968-7595
(North) 1900 Orange Tree Lane, Mountain View 94040
Computer Notation ELINOR SAVAGE (619) 328-8003
350 Andorra Way, Cathedral City 92234
Literary: NORMA L. SCHECTER (714) 536-9666
8432 Northport Dr., Huntington Beach 92646
ELIZABETH SCHRIEFER (916) 486-9242
751 El Encino Ave., Sacramento 95864
Mathematics JOYCE VAN TUYL (206) 282-8358
3520 28th Ave., West, #402, Seattle, WA 98199
Tactile Illustration: JANE CORCORAN (415) 851-2122
400 Old La Honda Rd., Woodside 94062
Textbook Format: BILLIE ANNA ZIEKE (714) 776-6754
2115 W. Judith Lane, Anaheim 92804

*** COMPUTER TECHNOLOGY ***

FRANCIS DANIELS (213) 663-1111
741 N. Vermont, Los Angeles 90029

*** LARGE TYPE AND ENLARGED DRAWING ***

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015
SUE REILLY (COMPUTER ASSISTED) (619) 274-9822

*** RECORDING ***

LESLIE BURKHARDT (213) 663-1111
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Historian: MAUREEN REARDON

Membership: LIL GARDNER

THE CALIFORNIA TRANSCRIBER
California Transcribers and Educators
of the Visually Handicapped, Inc.
Editorial Office: 721 Capitol Mall
Sacramento, CA 95814

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

THE

CALIFORNIA

TRANScriBER

WINTER 1987



The official publication of the

CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC



THE CALIFORNIA TRANSCRIBER

The official publication of the
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY HANDICAPPED, INC.

CONTENTS

WINTER 1987

VOLUME XXXI, NO.4

INSIDE STORY		
PRESIDENT'S MESSAGE	JANE CORCORAN	105
NOMINATIONS TO BOARD		
CONFERENCE XXIX		106
SACRAMENTO FILE		
NEWS FROM CDHS	AIKIN CONNOR	106
GENERALLY SPEAKING		
LITERARY BRAILLE POT-POURRI	NORMA L. SCHECTER	107
MICRO BRAILLING	LOU ELLA & NORMAN BLESSUM	109
SHARING RESOURCES		
LET'S SHARE RESOURCES	NORMA L. SCHECTER	
AT HOME IN YOUR KITCHEN	NORMA L. SCHECTER	110
OUR SPECIALISTS SAY:		
BOX UPDATE	DIANN AND KEN SMITH	113
INSTANT BRAILLE BY TELEPHONE	SUE REILLY	114
NEW LITERARY BRAILLE CODE		
REVISION	NORMA L. SCHECTER	115
THE CHALLENGES OF LITERARY BRAILLE	ELIZABETH SCHRIEFER	117
CONFERENCE NOTICE--		
LITERARY BRAILLE	NORMA L. SCHECTER	
THE BLINDFOLD TEST	JANE M. CORCORAN	118
LARGE TYPE	MARIAN WICKHAM	
MORE ABOUT PROGRAMS	ELINOR SAVAGE	119
RULES OF INDENTATION	ELINOR SAVAGE	120
CONFERENCE REPORTS		
KATIE SCHOLARSHIP AWARD	JANE S. KETCHAM	122
CERTIFICATES OF APPRECIATION:		
BETTY BRUGNO	MARIAN WICKHAM	122
ELINOR SAVAGE	ROSE KELBER	122
"CAPITOL-EYES" ON EXPERIENCES	JOYCE VAN TUYL	123
COLLABORATING WITH PARENTS:		
PROCEDURES FROM THE PAVII PROJECT	DEBORAH CHEN	125
WORKSHOP #205		
USING COMPUTERS WITH SPEECH OUTPUT		
TO MOTIVATE LANGUAGE LEARNING IN		
SEVERELY VISUALLY HANDICAPPED		
PRESCHOOLERS WITH DELAYED LANGUAGE,		
WORKSHOP #206	PAMELA LANSKY	126
HOW TO COMMUNICATE WITH OTHERS,		
WORKSHOP #207	RONA HARRELL	127
PROOFREADING, WORKSHOP #307	SUSAN MANGIS	128
ADMINISTRATORS' ROUND TABLE,		
WORKSHOP #402	C. ROBERT CALHOUN	128

MICRO BRAILLE PROGRAM (IBM), WORKSHOP #505 & 605	LOU ELLA AND NORMAN BLESSUM	129
APPLE LAB WITH ROBERT STEPP'S ED-IT PROGRAM. (for beginners), WORKSHOP #506 & 606 (for users), WORKSHOP #803 & 902	ELINOR SAVAGE ELINOR SAVAGE	130
AN INTRODUCTION TO MUSIC WITH CONTINUATION FOR THOSE ALREADY TRANSCRIBING, WORKSHOP #508 & 608	JOHN di FRANCESCO	133
ITINERANT TEACHING: TRICK OF THE TRADE, WORKSHOP #609	JEAN OLMSTEAD	134
NEW MICROCOMPUTER PRODUCTS FROM APH, APPLE LABE, WORKSHOP #705	LARRY SKUTCHAN	135
INTRODUCTION TO THE MICRO BRAILLE PROGRAM (IBM), WORKSHOP #801	LOU ELLA & NORMAN BLESSUM	136
SELF-ESTEEM, WORKSHOP #804	DEAN W. TUTTLE	136
LARGE PRINT POTPOURRI, WORKSHOP #805	MARIAN WICKHAM	137
HOW TO RUN A LARGE TRANSCRIBING GROUP, WORKSHOP #806	LAVON JOHNSON	139
PROGRAMS FOR PRESCHOOLERS: CREATIVE ALTERNATIVES, WORKSHOP #904	LOIS HARRELL	140
PERSPECTIVES IN EDUCATION, WORKSHOP #907	WINIFRED DOWNING	141

EDITOR: AIKIN CONNOR

ASSOCIATE EDITORS: JULIE CORMIER, FRED L. SINCLAIR

TYPISTS: DOROTHY JOE, LINDA GARTON

LAYOUT: LINDA GARTON

BRAILLE TRANSCRIPTION: DORIS PONTAC

[Embossing by CompuBraille, Inc.]

BRAILLE DUPLICATION: VOLUNTEERS OF SOLEDAD

TAPE RECORDING AND DUPLICATION: VOLUNTEERS OF VACAVILLE

MAILING: BILL BRIGGS, DON WHITE

EDITORIAL BOARD: BARBARA BLATT RUBIN, ELIZABETH SCHRIEFER

PRINTER: MCCLASKEY ADULT SCHOOL (Sacramento, CA)

© 1987 by California Transcribers and Educators of the Visually Handicapped, Inc.

All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for THE CALIFORNIA TRANSCRIBER and all other CTEVH Publications is:

AIKIN CONNOR, EDITOR

CTEVH PUBLICATIONS

721 CAPITOL MALL

SACRAMENTO, CA 95814

INSIDE STORY

PRESIDENT'S MESSAGE

Everyone should be back "facing life" after a glorious winter holiday. If you have made a New Year's resolution to not procrastinate in 1988, get busy now and make plans to go to Irvine in March for one of the best Conferences ever.

Teachers and school administrators: do not procrastinate in making plans for having your books transcribed for the '88-89 school year. Remember that CTEVH has a Transcribers Directory. This service is designed to match transcribers with those who need material put into braille. While it is true that there are never enough math transcribers, there are some. This service will work only if we all cooperate in using it. All transcribers who are not actively engaged in transcribing now, or who anticipate finishing up current assignments and have nothing ahead, please sign up! Perhaps we can avoid having September arrive with desperate teachers calling all over the state trying to find someone to transcribe a book.

Contact: CTEVH Transcribers Directory, Mrs. Donna Coffee,
2926 Cornell, Visalia, CA 93277

Jane M. Corcoran
President

NOMINATIONS FOR BOARD

The Nominating Committee has reported its nominations for the upcoming election of new Board members. Each year, five Board members are elected to three year terms. At Conference the Nominating Committee will present its "slate" along with any other nominations that come in from the membership of CTEVH.

Those nominated are: Lavon Johnson (second term), C. Robert Calhoun (second term), Phyllis Deaton (first term), Norma Schecter (first term), Martha Pamperin (first term). The nominees for a first term will maintain the current balance on Board of ten transcribers and five educators, with seven from Southern California and eight from North state.

If you would like to nominate someone other than those named above, write to the Committee giving your nominee's background and qualifications, as well as a statement from that person that he/she is aware of the responsibilities and is willing to serve, if elected. Any nominee must be a member in good standing.

Send your nominations to:

C. Robert Calhoun, Chair
Nominating Committee, CTEVH
3401 Clairemont Drive
San Diego, CA 92117

CONFERENCE XXIX

"JOINING HANDS TO MAKE A DIFFERENCE"--JOINT CONFERENCE--
CALIFORNIA TRANSCRIBERS AND EDUCATORS OF THE VISUALLY
HANDICAPPED/NATIONAL BRAILLE ASSOCIATION. IRVINE, CALIFORNIA
MARCH 17, 18, 19, 1988.

Have you marked your calendar? Made your reservations? Sent your pre-registration for workshops that interest you? Do not delay. Conference is only a few short weeks from now. Remember, too, that American Airlines is the official carrier for Conference! When making your flight reservations (1-800-433-1790), give Star File No. S73604.

S A C R A M E N T O F I L E

NEWS FROM CDHS

The usual activities of CDHS--locating materials/equipment, shipping surplus items, processing Federal Quota orders, etc.--continue to keep the staff busy. Since Fred's position remains vacant, extra work has fallen on the entire staff.

Ron Burke, Master Tape Library, has been very busily involved in planning Exhibits for Conference--contacting vendors, arranging space, etc. Don White, our Depository honcho, has been much occupied, not only with his usual shipping and receiving chores, but with re-boxing all books in standard (and smaller) boxes. Really NEAT!

Linda Garton, CDHS secretary, has been losing her patience (but not her "cool") trying to make a new word-processing program do what it's supposed to do. DJ (Dorothy Joe) never allows herself an idle moment--especially when the Annual Special Materials and Equipment Reports need to be processed.

Nena Thompson, APH Federal Quota Technician, has been losing her patience (but not her good humor) with APH-CARL, trying to get it to accept Quota orders. And REGISTRATION looms! Nancy Chu, of course, helps everybody--teachers, transcribers, and staff. She seems also to be in great demand as a babysitter for her several grandchildren.

Norm Burnside, Tape Duplication Technician, has somehow matched last year's output (first six months) even though the equipment has been down as much as up.

When he's not out doing workshops or solving technical problems for teachers and transcribers, Dave Usian has been exploring and developing applications for voice input to computers.

I push paper and appease the Department of Education administration. I'd like to balance the budget, but we've been cut back so much, it's more like juggling. See you at Conference!

AIKIN CONNOR

GENERALLY SPEAKING

LITERARY BRAILLE POT-POURRI

An Italic Quirk

Our general rule (as stated in the Krebs Lessons in Braille Transcribing) says that in an italicized passage of two or more paragraphs, such as would occur in foreign language or silent thought, where the italics must be retained for distinction, the double italic sign should be placed at the beginning of each paragraph. To indicate the termination of the italics, a single italic sign should be placed before the last word of the last italicized paragraph.

However, if we have a conversation in a foreign language, with each new paragraph in quotes being said by a different speaker, common sense would tell us to treat each new paragraph as a separate italicized entity, and end each bit of italicized speech separately. For example:

"[double italic] Bonjour, Jean, comment ca [single italic] va?"

"[double italic] Tres bien, mon ami. Et [single italic] toi?"

"[double italic] Moi, je viens de completer mes examens, et je suis tres [single italic] heureux."

"[single italic] Bravo, [single italic] Georges!"

British "Contracted Numbers"

For certain very special purposes, the British have some interesting usages that might be useful to anybody brailleing for specific client needs. The Braille Authority of the United Kingdom (BAUK) says:

"In calendars, crossword puzzles, etc., where it is desirable to save space, the following method of contracting numbers may be adopted. 1

"Dot 3 written with the unit figure adds ten to the number:

Examples: $\begin{smallmatrix} \text{--}0 & 0\text{--} \\ 00 & 0\text{--} \end{smallmatrix}$ 11 $\begin{smallmatrix} \text{--}0 & 0\text{--} \\ 00 & 0\text{--} \end{smallmatrix}$ 12 $\begin{smallmatrix} \text{--}0 & \text{--}0 \\ 00 & 0\text{--} \end{smallmatrix}$ 10

"Dots 3-6 written with the unit figure add twenty:

Examples: $\begin{smallmatrix} \text{--}0 & 0\text{--} \\ 00 & 00 \end{smallmatrix}$ 22 $\begin{smallmatrix} \text{--}0 & 00 \\ 00 & 00 \end{smallmatrix}$ 24 $\begin{smallmatrix} \text{--}0 & \text{--}0 \\ 00 & 00 \end{smallmatrix}$ 20

"Dot 6 written with the unit figure adds thirty:

Examples: $\begin{smallmatrix} \text{--}0 & 00 \\ 00 & \text{--}0 \end{smallmatrix}$ 36 $\begin{smallmatrix} \text{--}0 & \text{--}0 \\ 00 & \text{--}0 \end{smallmatrix}$ 39 $\begin{smallmatrix} \text{--}0 & \text{--}0 \\ 00 & \text{--}0 \end{smallmatrix}$ 30

Remember, this is not part of the BANA Code, but is only a suggested device when you are doing a custom transcription such as making up an appointment calendar for a client, or a crossword puzzle, etc.

New Edition of the "Green Krebs" in Preparation

Your CTEVH "Krebs Publications Committee" has been hard at work drafting the proposed revisions which will bring the "Green Krebs" into conformity with the 1987 BANA Code Changes which we've all been studying.

At the same time, a newly expanded "List of Typical and Problem Words" will be added to the back of the book.

Since the most recent edition of the Transcriber's Guide to English Braille was published in a 3-hole-punched looseleaf edition, you will only have to purchase the newly revised pages, and insert them in your looseleaf binder, throwing away the old pages. All the new pages will bear the date of issue.

The revision sets, like the "Green Krebs" itself, will be available for purchase (in print) from the Braille Institute Student Store. Availability and price will be given in the next issue of TCT.

A braille edition will also be made available, for the convenience of proofreaders.

Publishers Sometimes Have Odd Requests . . .

What do you do when a publisher sends you a letter that pleasantly grants copyright consent, but then requests a free copy of the braille edition? Beach Cities Braille Guild uses a basic letter that says something like:

"X Braille Guild is a non-profit organization. Did you know that each volume of braille costs about \$10.00 for materials alone, and that each book consists of two to eight or more volumes? Each volume is about 13 inches by 13 inches by 3 inches, and just one book takes up quite a bit of storage space.

"However, if you would like a braille copy of our title page, together with a print translation, we would be glad to send it."

Norma L. Schechter
CTEVH Literary Braille Co-Specialist

MICRO BRAILLING

If you are getting as many as 4 or 5 plus spaces between words when they are pushed off to the next line, I suspect that you have gotten into a habit of "spacing" to the end of a line to get to the next line. If you are, then that would account for having so many spaces between words. A space is counted as a character.

To prevent this extra spacing you should either be hitting ENTER or Chord 4-5 (carriage return) at the end of each line.

I find that some girls have not gotten used to using the Chording keys while brailleing. But I suggest, if you do nothing else, to please use the Chord 4-5. That means hitting the space bar and dots 4-5 together. You will find this will save you lots of time, and avoid the extra character spacing at the end of lines.

Frequently asked question: Can our Program be used on a "Hard Disk"? YES.

When pushing off lines using the F9 Function: Decide how many lines you need to push off, then follow through from braille page to braille page using the Shift F5 to lay down on each page until you get to the last page of the file. DO NOT try to push off additional lines once you start pushing through a file, otherwise you will lose count and probably erase good braille when you lay the lines down. You can always go back after the first time through and make any additional corrections and the buffer will then be clear to push more lines off. To make sure the buffer is clear, you should SAVE the File and then hit "L" for Load. When you have FILE TO EDIT on screen, type in the name of the File you just left and the buffer will be clear to make more corrections.

Occasionally you will get a solid beep sound. People often ask if we can do something to eliminate this problem. No, we cannot, it is in the computer. We are lucky that all we have to do to stop this sound is to reach up and hit the ESC key. I can braille days at a time and it won't happen, then suddenly it seems to happen several times in a row. It's just something we will have to live with, I guess.

Conference will be coming up in March '88. Please send me questions or the kind of examples you would like to see demonstrated at the Workshop. Since we are on a limited time schedule, I would like to cover exactly the things you need to see in operation.

Lou Ella & Norman Blessum
955 Camino La Maida
Thousand Oaks, CA 91360
(805) 492-1003

LET'S SHARE RESOURCES

Whether we're transcribers or educators, people expect us to be a part of the information grapevine, to help answer their questions when visual impairment enters their lives.

The following article, from the February 1987 issue of "CPS SIGHT LINES", published by the Center for the Partially Sighted, is full of practical, helpful ideas that will seem self-evident once you've read them. It should make it possible for partially sighted folks (yourself, your friends, your students, or your clients) to make the best possible use of their vision.

--Norma L. Schecter

AT HOME IN YOUR KITCHEN

Many partially sighted people find it difficult to prepare food. It is often difficult to find the ingredients and cooking tools. In addition, sharp knives, breakable glass, and hot stoves can be hazardous. Here are some inexpensive, practical solutions to help you get started on making your kitchen a safer and easier place to cook.

Lighting and Color Contrast

Color contrast and lighting are as important in the kitchen as they are in any other room. Good lighting and reduced glare will help you use your remaining vision for kitchen tasks. High contrast in the colors you choose for the tools and decor in your kitchen will make it easier to find the things you need.

Organizing

The key to locating items is organization. Grouping things into categories and sorting them systematically makes finding them easier. For example, on your shelves, put all the fruits on the left, vegetables on the right, and cans of fish in the center. Or categorize by shelves. In cupboards, keep the things most often used on the shelves that are the easiest for you to get to. Whatever system you select, the key to its success is to be consistent.

The same organizational ideas work in the refrigerator. Organize your refrigerated food by shelves, drawers, or by left and right.

The simplest solution to silverware is to use a silverware tray. Pots and pans can be identified by location or by different color striped tape on the handles.

Finding Things In Your Kitchen

Use all your senses to help you identify things in the kitchen. Weight, shape, sound, smell, and size can all help. For example, a box of cereal and a box of detergent may be the same size and shape. The detergent is much heavier, has a different odor, and has a different sound if you shake the two boxes. A consistent labeling system will also help you find things.

Labeling In The Kitchen

Many items used in the kitchen are labeled in a way that is difficult for partially sighted people to read. It may be necessary to re-label the things you bring home from the market so they are easier to find. Following are a few systems our patients find useful. Blank stick-on labels are available in stationery stores. You can write the name of the product on the label in large, bold letters. Stick the labels on cans, bottles, boxes, plastic bags, freezer containers--just about anything. With a visual aid they can be easier to read.

Rubber bands can be used on cans. For example, vegetables have one rubber band around the can, fruits have two. You can develop your own rubber band code that's easy for you to remember.

Contrasting pieces of tape on the top of cans or frozen vegetable boxes can be used. For example, yellow on corn, green on peas, red on beets.

Hi Marks is a gel that, when dry, leaves a bright orange raised mark. It can be used to underline the identifying word on labels. A partially sighted person can then use visual aids to read only the most important information.

Loeb labels are small plastic replicas of foods that are attached to cans with an elastic band.

Large print Dymo labelers produce labels that are easier to read with visual aids. Regular Dymo tape can be used for non-metallic containers. Magnetic Dymo tape can be used on cans and can be peeled off and re-used. If you save the labels in a basket or box after using the canned good, you have a ready-made shopping list. Take the labels to the market, and label products as you take them off the shelf.

For those who have a knowledge of basic braille, there is a braille labeling system. It uses plastic tabs that can be embossed with symbols using a braille labeler.

The key to identifying and labeling kitchen items is to use a system that works for you, to be consistent, and to always return an item to the same spot.

HI Marks

This fluorescent gel can be applied to control knobs of appliances to make setting the controls easier. The raised, fluorescent orange mark helps to set controls by touch or sight.

HI Marks are handy for marking commonly used settings on toasters, stoves and ovens, microwaves, radios, blenders, irons, measuring cups, and other household items.

In conclusion, any task in your kitchen can be made easier through: (1) better lighting and reduced glare, (2) better contrast, (3) good organization, and (4) a consistent labeling system. If you make use of the suggestions in this article, you can make cooking easier and safer. Bon Appetit!

* * * * *

[For those who can use braille, it is possible to braille directly onto magnetic Dymo tape, available in many stationery stores; magnetic labels can be stored on the door of the refrigerator when an item is used, creating an on-going shopping list. Ordinary Dymo labels can now be made easily using the new device from Howe Press that enables you to braille Dymo tape on the Perkins.

[For those with partial sight, if you're stuck with a low contrast kitchen, try covering your white counters with an inexpensive colored plastic tablecloth to contrast with the light floors, and use plastic dishes of colors that will contrast with both the counter and the foods to be placed on the dishes. Remember that differences in intensity can be just as useful as differences in color--pale green against deep forest green, sky blue against royal blue, etc.

[For those whose vision impairment is recent and who are nervous about getting burned in the kitchen, places like the Braille Institute Student Store have things like the new "electro-magnetic hob", a burner that can boil water electro-magnetically without ever getting the outside of the pot hot enough to burn you.

[If you have some specially helpful cooking suggestions that have worked for you, send them to our editor, Dr. Aikin Connor, for future articles in TCT. -- N.L.S.

FOR SALE!!!

12 PERKINS BRAILLERS
used, but with loving care.
\$150.00 each!
Beach Cities Braille Guild, Inc.
P.O. Box 712
Huntington Beach, CA 92648
(714) 536-9666

OUR SPECIALISTS SAY

BEX UPDATE

BEX 2.2 has been upgraded to version 3.0 with revised documentation. BEX Doc has been completely rewritten with additional and expanded discussions of both new and old features. An Apple with 128k memory is strongly recommended and use of the Apple II Plus is discouraged. But there are some sneaky ways to use Master Level features on an Apple II Plus explained in Appendix 4.

One of the most dramatic changes for BEX 3.0 is the use of the 64k auxiliary memory. Instead of storing program segments in the auxiliary memory to be copied into main memory upon execution, the programs are actually executed in the 64k auxiliary memory.

BEX 3.0 supports the Apple IIgs in a variety of ways but with the following limitations. Built-in Apple IIgs ports cannot be used for tape-based Versabrilie transfers, nor can these ports be used for Input from an external serial device. The BEX program itself cannot be installed on a 3.5-inch disk although you can use 3.5-inch disks for BEX data. The Apple IIgs keyboard CANNOT be used for braille keyboard mode in BEX's Editor.

The "Zippy" chapter has been changed to "Ready" chapter which is always ready for your data, even if you don't have a disk in the drive. The Ready Chapter is much larger, 20 BEX pages, on the Apple IIgs.

Earlier versions of BEX used the "screen flip" system. BEX 3.0 replaces this with true scrolling, the speed of which can be controlled down to a crawl or even frozen. Also many more disk drive options are now supported.

The OUT OF MEMORY error that occurred when working with long lists of chapters has been fixed. BEX 3.0 manages memory better than ever before. Also the problem created by sending some control characters to a VersaBraille has been resolved. BEX 3.0 automatically filters <ctrl-T>, <ctrl-S>, <ctrl-S>, <ASCII 30> and <ASCII 31> and the Paperless brailier program segment never interprets any \$\$ commands.

Every change to the Editor environment now lasts until you reboot with the single exception of the braille keyboard mode. The Back-Translator received a good overhaul and a number of annoying bugs are gone and a few new features have been added. The Grade-2 Translator also was improved trying to get closer to that elusive goal of a perfect Grade-2 translator.

For additional information and pricing contact: (608) 257-9595 Raised Dot Computing, 408 South Baldwin, Madison, WI 53703

Diann and Ken Smith, CTEVH Computer-Assisted Braille
Co-Specialists (Northern California)

Instant Braille by Telephone

Situation:

Law student needs braille copies of his exam questions.

Problem:

Exam questions are often not developed by the professor until just before the exam is to be given (usually the day before). Student and law school are searching for an expedient way to have exams ready at testing time.

Solution:

Law school professor types exam questions on his IBM word processor. File is transmitted via modem (computer data transmission via telephone), received by braille transcriber, translated using braille translation program (such as BEX) and printed on braille embosser. Personnel from law school pick up exam from transcriber in time for student's class.

Specifics:

This process is currently in use by a San Diego area law student. The student wanted to have a paper braille copy of his exams. The law school wanted to provide any necessary assistance to this student, and sought out a solution. The professor uses an IBM word processor to type his exams. The braille translation program available to the transcriber (TranscriBEX) runs on an Apple II computer. Therefore, a direct exchange of disks was not feasible. However, through the use of a modem, the professor is able to send his exams via computer over the phone line. The transcriber receives the file in a format that can be read by an Apple computer, using Smartcom software and a Hayes compatible modem. This file is read by the BEX program into a BEX chapter. Formatting commands are then entered into the BEX chapter. Using a transformation chapter and then the Grade 2 translator, the file is transformed into Grade 2 braille. After proofreading for form, etc., the chapter is ready to be embossed. A phone call (using voice!) to the professor lets him know that the exam is ready to be picked up. The entire process takes about an hour. Actual time spent at the keyboard is minimal. Connecting the computers by phone and sending the file takes some human attention, but once the transformation chapters and translation chapters are set up, the computer basically does all the hard work! The professor does no extra typing, as he prepared the exam for all his students at the same time. It is not necessary for the transcriber to do any re-keying, as the file is nearly ready to go as it is received, resulting in (almost) instant braille by telephone.

Caveat:

Establishing the initial connection and working out the bugs in telecommunication software can be a challenge. It often takes a few trials to get everything talking the same "language", but once the correct settings are determined, subsequent data transmissions are nearly flawless.

With thanks to John Trunick, Dean, National University School of Law.

Sue Reilly

CTEVH Computer-Assisted Braille & Large Print Specialist

(The following article was inadvertently omitted from the Fall 1987 issue of TCT. It should have preceded the article headed CLARIFICATION OF THE 1987 REVISION: RULE 12.)

NEW LITERARY BRAILLE CODE REVISION

Almost 50 years ago, when I was a cub reporter on the UCLA Daily Bruin, I used to dream of rushing to the editor shouting "Stop the presses!" At last my time has come -- Aikin, stop the presses!

The new revision of English Braille--American Edition is available in print and braille from the National Library Service for the Blind and Physically Handicapped, The Library of Congress, Washington, D.C. 20542. Here's a quick introductory summary:

A. The letter sign is required:

When any letter immediately follows a number or is joined to it by a hyphen.

[This means ANY letter -- capital or lower case, with or without bottom dots, with or without a hyphen. The following examples all require the letter sign now.]

4-H Club Apt. 2-k Section 5R

B. Italicized series of titles:

Proper names appearing in sequence should be italicized as separate items. Ex:

[The typed notations : and :: indicate single and double italics.]

Read: ::East Side, West Side; ::Little Women; and ::Babbitt.

Refer to: ::Time; ::The Reader's Digest; or ::The New York Times.

::The Waldorf, ::The Plaza, and ::The Americana are famous New York hotels.

[This changes the old rule about a "series of names of books, publications, ships, pictures, hotels, and the like".]

C. Anglicized Words and Names:

Words and names which appear in the same typeface as the surrounding English text are considered as anglicized words in braille, and all applicable contractions should be used. Ex:

To our surprise, El Ranchito's menu included quiche and blintzes.

Signorina Ferra Le Baron de Rochefoucauld Le Comte de Paris

"Herr Professor Strauss, meet mon ami Jones."

We heard the opera "Die Meistersinger".

[Note that it says "in the same typeface as the surrounding English text", which means this doesn't apply to long passages of purely foreign material. But golly won't it save lots of time checking to see whether a foreign word or phrase is listed as an entry in the body of the dictionary, as we used to? It leaves the decision up to the author; if the author puts the word in regular type, he obviously considers it anglicized; if he considers it foreign, he'll italicize it.]

[The new revision will delete one of my favorite chuckles -- the old code referred to "angelicized words" -- hmmm -- a carry-over of the old stereotype of the saintly old blind lady with her braille prayerbook, no doubt?]

WARNING: DO NOT CHANGE CODES IN THE MIDDLE OF THE STREAM! If you are in the midst of a book or other assignment, complete it under the former code rules. Start the rule-changes with a new assignment.

When you receive your copy of the official Revision, insert the new rules in your copy of the "yellow code" at rules 10.e, 12.a, and 24. You'll have to Xerox the original, as it is printed on both sides of the page.

As to your "Green Krebs", you can either put the new rules into your "old" copy on pages 21-22-25-26-41-42, or you can wait just a little bit for the new pages soon to be forthcoming; the Krebs Publications Committee is already hard at work on it.

(And those of you who are using the "Handy-Dandy Yellow Pages" in the Schecter "Braille Transcribing Workbook" should cross out the page headed "LETTER-SIGN RULES WITH NUMBERS" and correct the page headed "LETTER ENDINGS ADDED TO NUMBERS" to use the letter sign for the examples 3A and 6m.)

Norma L. Schecter
CTEVH Literary Braille Specialist
CTEVH Krebs Publications Committee Chair

THE CHALLENGES OF LITERARY BRAILLE

If you'll pardon the "oops" again, please refer to my list of sentences on page 77 of the FALL TCT (and the hints on page 83 of same issue). You'll note the final sentence reads thus:

10. I have visited these apartments: 22b, 23A, and 25W on the 9th floor; and b-3, A3, m3 and 5-H.

The hints or answer to this particular sentence, as you've no doubt realized by now, is incorrect. ALL the letters in the sentence require the letter-sign as per new rules.

Because of the necessary TCT publishing deadlines, I wrote these sample sentences well before the new rules were publicized. When I saw them, it was too late to change, add or revise, so the title of the above-mentioned article is even more appropriate now! (Don't Ever Assume Y'Know It All!)

Apologies to all of you who were confused after reading the aforementioned article ... and were then presented with the new Rules. And, my thanks for your patience. It does tend to help keep us all on our toes.

Elizabeth Schriefer
Literary Braille Co-Specialist

CONFERENCE NOTICE -- LITERARY BRAILLE

Do you plan to attend the Literary Braille workshop at the next Conference in March 1988?

If so, please ask for and pick up the Literary Braille Worksheet at the Registration Desk. Then pre-examine it for problem areas, underscore the contractions, figure out where letter signs are or not needed, decipher where blank lines or italics should or should not be used, etc.

With everybody's worksheets pre-marked, it will save a lot of time in the workshop itself, so there will be more time for questions and discussion.

Norma L. Schecter and Elizabeth Schriefer
CTEVH Literary Braille Co-Specialists

THE BLINDFOLD TEST

We have all been taught the value of proofreading our braille. It is a skill that is stressed whether we are transcribing mathematics, music, textbooks, or novels. We would not think of giving a blind person an unproofed book to read. But, do you proofread your tactile illustrations?

Tactile illustrations cannot be proofread in the same way that braille is - by eye. A tactile illustration that looks very fine to the eye may be totally incomprehensible to the fingers. There is only one way to find out. Close your eyes and feel the drawing yourself. Preferably, it should be a brailon copy of the drawing since that is what the reader will be reading, but if that is impractical, at least feel the original. Do not delude yourself that if you cannot understand what you are feeling that the blind reader can. Contrary to popular belief, blind readers do not "feel" any better than sighted readers.

You probably spent a very long time producing your tactile illustration. It would be a shame if it turned out to be worthless. Proofread it to be sure that the reader can understand what is being presented. After you have done this for many illustrations you will begin to develop an instinct for embossing techniques that are effective.

Jane M. Corcoran
Tactile Illustration Specialist

LARGE TYPE

I am often asked about electric large type typewriters and, to my knowledge, none are being produced in this country. We are dependent upon the machines with standard type plus enlargement by closed circuit TV or magnifiers. Many of the small (battery or electric) typewriters can be used with the CCTV and almost all can be used with the large lamp-magnifiers. The best lighted magnifiers for this use are the Ednalite or Luxo lamps. These are available from art, engineering, or school supply houses and from agencies serving the blind.

More large type books for children and adults are on the way. ABC-CLIO is doing research to find the best spacing and type to use when their Santa Barbara operation gets under way. The plan to print Cornerstone books for children, and Isis books for adults. Many of the books are best sellers and award winners.

Marian Wickham
CTEVH Large Print Specialist

MORE ABOUT PROGRAMS

Although the transcription of programs is relatively easy, and Computer Braille Code rules adequately cover the use of indicators, etc., some problems may arise with format, which is not clearly stated in the Code, or with the rule for indentation.

FORMAT

Groups of program lines which are set off from the text are considered to be "a program", although they are often only part of an entire program. These groups of program lines may or may not be labeled. There are no complete rules for the treatment of such material, but following is a set of guidelines suggested by the rules from the CBC, previously suggested rules from the "Provisional Computer Code", and recently suggested rules for tables from the Nemeth Code.

A blank line should precede and follow a program. A page-change line or transition to a new braille page takes the place of a blank line.

If possible, the entire program should be transcribed on one braille page.

For Unlabeled Programs:

Text may precede and/or follow a program that will fit on one braille page.

If a program will not fit on the current braille page following the text, or if the entire program will not fit on one braille page, the program should be started on a new braille page.

If a program which has to be started on a new braille page fits on that page, text may be continued on the same page.

If a program will not fit on one braille page, it should be continued on as many braille pages as are necessary. Text then should start on a new braille page following the end of the program.

For Labeled Programs

A labeled program may contain a label such as "Program 1.1" or "Figure 1.1", etc., and/or a title, such as the name or description of the program.

If there is only a label, or only a title, the label or title should be placed on line 25 of each page of the program.

If there are both a label and a title, the label should be placed on line 25 of each page of the program. The title should be placed on the line(s) preceding the label, but on the first page only.

These labels and/or titles may either be centered on their lines or indented 2 spaces with runovers indented another 2 spaces. A blank line should be left between the program and the label or title.

A labeled and/or titled program should begin on a new braille page, with this one exception. If all programs and program segments are labeled, and these segments are often quite short, center the label between blank lines preceding the program segment, and include these on the same braille pages as preceding and/or following text.

Text should begin on a new braille page following a labeled and/or titled program, with the exception as above.

RULES OF INDENTATION

The Computer Braille Code states (Section VII A) "Each braille level of indentation should begin two spaces to the right of the previous level, regardless of the print spacing used." This rule works very well with most programs in print today. However, there are instances where the print spacing should be followed, and it is not always apparent as to which format should be used.

Your best source as to program format is the text itself. Most texts describe the format that is required for program lines, or they explain a particular format that is being used for that particular text. Even if the text describes and uses a particular format, this can often be done using the CBC indentation rules. A transcriber's note should explain this usage.

However, when a text is being used primarily in a classroom situation, and it specifically discusses the spacing of the program lines, the transcription should follow the print as closely as possible. It is most helpful if you can talk to the teacher of such a class. Find out if he/she discusses the format in the text and whether this format is critical for the student's understanding of the classroom discussion.

The use of necessary CBC indicators often makes vertical spacing of program lines very difficult. If it is necessary for items to be vertically aligned in program lines you must decide on one of two ways to present the material.

1. Align as in print, ignoring the spaces required for indicators. For example, if ITEM must be aligned under Item, align the two I's and place the Caps Lock and Shift indicators where they belong without regard to their position.
2. Count the print spaces at the beginning of each line and start each line in the proper space.

It would seem that the first choice is the better, although subsequent terms on the same line would no longer be vertically aligned if indicators were present. But this method does give the reader a point of reference for the beginning of the alignment. A brief transcriber's note at the beginning of the work should explain this format.

I haven't had many inquiries regarding problems with the Computer Code. I hope this means that those of you who are using it are not running into difficulties. However, this also could mean that few transcribers are attempting computer braille. I urge you to try it. Neither a knowledge of Nemeth code or computers is necessary to transcribe computer materials, and there is a great and growing need for this work.

Elinor Savage
Computer Braille Code Specialist

CALIFORNIA TRANSCRIBERS AND EDUCATORS
OF THE
VISUALLY HANDICAPPED



CONFERENCE

X X V I I I

"CAPITOL-EYES" ON EXPERIENCES



Presentation to Betty Brudno
CTEVH Conference, March, 1987
Sacramento, CA

At this time, we honor a lady who has earned many plaques and certificates. She truly earned them all. She is a dedicated, tenacious, and talented lady.

Her accomplishments have been many--camp director, teacher and chairman of a braille guild, chairman of the steering committee of our newborn CTEVH, cofounder of Volunteers of Vacaville, consultant to APH, founder of Volunteer Transcribing Services and its president for 23 years, and most important of all a born teacher.

Many years ago, not long after being told by our teacher, "This is a stylus; this is a slate," thirty or forty women sat punching out dot by dot by dot the half-size braille pages of the state-adopted primers. As I remember, these were the old "Oh, look, see Jane run,"--the Scott, Foresman series being done for the many young students of the RLF era.

After retiring from VTS she worked at the Lawrence Early Childhood Development Center's preschool blind program, and with the San Mateo Assistance League. These are but a few of this busy woman's activities. We now give her special recognition for the many years of service to CTEVH.

Plaque reads: Betty Brudno. In recognition of exceptional services and dedication to the education of the visually handicapped and to CTEVH for 37 years, this certificate is hereby awarded.

1987 KATIE SCHOLARSHIP AWARD (EDUCATOR)

[Presented at CTEVH Conference, 1987,
to Jane S. Ketcham, teacher-in-training
at California State University, Los Angeles]

Dear Katie Committee Members:

Thank you so very much for honoring me with the Katie Sibert Memorial Scholarship. It was a pleasure to receive it at the CTEVH Banquet on Friday night. I hope to serve the honor well in my continuing contacts with students and teachers in my efforts as a Teacher of the Visually Impaired.

I continue to find this teaching experience challenging and rewarding. As well, I am continuing to complete units toward the Specialist Credential. I also found the entire CTEVH Conference to be most beneficial and meaningful. All of the workshops that I attended were most informative. Thank you for all of your parts in that too.

Thank you again so very much for the honor and for the scholarship.

Most sincerely,
Jane S. Ketcham

CTEVH CERTIFICATE OF APPRECIATION: ELINOR SAVAGE (Presented by Rose Kelber)

NOTE: The CTEVH Certificate of Appreciation was presented to Elinor Savage by Rose Kelber at the Conference Brunch, Saturday, March 21. Unfortunately, the copy of the presentation speech was recorded on the word processor that was subsequently stolen from CDHS and no printout can be found. Efforts are being made to find a tape recording and if such is found the presentation will be printed in the next issue of TCT.

My deepest apologies go to both Rose and Elinor -- CTEVH can claim no better presenter than Rose and no more worthy awardee than Elinor (whose accomplishments are, indeed, legendary!).

"CAPITOL-EYES" ON EXPERIENCES

How can we capitalize on our experience? Could a manufacturer of covered wagons utilize his experience in making jet aircraft? It's doubtful! But, if we can't capitalize on our past experience, please—let us pay attention to and profit from our daily experiences in the here and now!

We face a very much altered situation in the field of braille transcription from that which we encountered over thirty years ago. The characteristics of our user population were more monolithic than the profile of today's braille readers. Only those students who showed practically a sure promise of success were invited into mainstreaming programs; today, those former students need our support in their professional lives. Our present student population embraces a broad spectrum of ability and interests.

Basic texts were just that—singularly basic! Today, curriculum committees and teachers routinely make multi-text adoptions which frequently differ from classroom to classroom within the same school. College professors often select their texts only a few weeks prior to the first day of instruction—AND on many occasions, even the identity of an instructor for a particular class is not known until that time.

Years ago, a community was fortunate to have ANY agency serving the visually limited. Today, we see a proliferation of such agencies. And, unfortunately, a number of these agencies are not fully cognizant of the functions of their "compadres". And, even more unfortunately, many of these agencies have no in-house braille for their clients!

With equal opportunity programs expanding, enablers and counselors are appearing in greater numbers in both educational and employment settings. It is regrettable that many of these facilitators (and users themselves) are abysmally unaware of sources for the tools and materials needed so that the visually impaired can not only obtain appropriate placement, but succeed in their endeavors. I recently received a document to be transcribed from a paid professional in this field, addressed to the attention of "Brailleur". I placed the envelope on my Perkins, but to no avail—it didn't even open its mail! I have had calls from braille readers who had never heard of APH, and from college resource specialists for the handicapped who had never heard of the Braille Book Bank!

We must concentrate efforts on recruitment, training and retention of transcribers. We have to look to the ranks we once eschewed - those who are employed outside the home. How can we attract such people, who have so many demands on their time? First, we must offer the classes at a time when they can attend. Evenings? I believe not; both students and teachers are too tired at the end of a full day. Try Saturday—I did—my last two classes on Saturday morning attracted 14 and 17 students, respectively. Second, you must take into account the limited study time available to such students. Plan your lessons for success! Break them down into manageable "pieces". The lessons in most teaching manuals with which I'm familiar are too long for these students when weekly lessons are scheduled. Third, be sure to recruit potential students from those other agencies to which I've referred. Maybe you won't be able to utilize all your graduated in production for your agency, but - if they provide braille support to their own agencies, you'll still be ahead! Fourth, once your students have mastered their braille skills, you have to take into account the situation of each individual when setting your production expectations. As the old saying goes, "We'll have to make it up in volume"! That is to say, if we have to settle for less total production from each transcriber, we'll just train more of them. I know all these procedures are a far cry from our "standards" of old. But times have changed.

At the same time, the active transcriber must be given a positive support network. We must all be informed of new tools and techniques and changes in braille codes and formats. I believe that, just as we need one central resource information center, we need one central transcriber registry, so that this kind of information will reach all transcribers, regardless of their affiliation or lack thereof. As it stands now, there is no OFFICIAL such network—unless you attend this or that conference or workshop, or read this or that publication, you won't hear about new developments. Just over a month ago, I met a transcriber—she gets her assignments from the woman who taught her braille; she brailles "for schools"; her group is unnamed; she doesn't know what agency supplies her with braille paper. There is no listing in her city in "Volunteers Who Produce Books"; and she's not certified (her instructor/chairman is certified). How much information do you think she gets? And she's brailleing for school children!

Years ago, we drew upon the ranks of the fulltime homemaker as a source of volunteer transcribers. That fulltime homemaker is now almost as extinct as the dodo bird! She has entered the workplace—either out of economic necessity or from a career standpoint. A (non-scientific) poll of 32 braillists recently showed:

Age range: 31-84 years

Of the 32, 3 are under 50, 8 are under 60, and the other 24 are 60 and over

Median age: 65½

Average age: 63½

Years transcribing ranged from 0 (new) to 43, with the median 13, and the average about 15½

Braille classes have had decreased enrollment—many are no longer offered, as no response is obtained.

With the publicity surrounding the exploding technology in our field, the public (including braille readers themselves and the aforementioned facilitators) seem to believe that we can take a text, put it through a Cuisinart, dump it into a hole in the top of a computer and voila! - instant braille. Well, it just ain't so. Thanks to generous community organizations, a supportive agency, and a gifted programmer/braillist, I have access to great technology. Nevertheless, even a \$20,000 "electronic marvel" gets balky sometimes, and proofreading is as necessary as ever. See me in the bar later, and I'll tell you some of the hilarious errors in use/non-use of contractions we have encountered. The computer resting on our shoulders is still the greatest one ever invented! And human input is still required. A sampling of materials recently transcribed at our agency was submitted to a marketer of an optical character reader. Less than 20% of that sample could be read by such a device. And it took six months for us to convince a state agency to cooperate in sending us a needed document via modem.

So we face a great many problems and challenges in our field today, and they differ in large measure from the difficulties we faced thirty years ago. How can we address these?

With the greater diversity of abilities and activities of our clientele, a broader selection of braille titles in ever-expanding subjects is needed. I believe that both commercial presses and "hand-transcribing" agencies need to make a greater variety of materials available. I know that "slack time" between assignments is rare, but seize such time - consult a librarian - spend some effort on collection development.

There remains today a great duplication of effort—I know there are agencies which do not report their transcriptions at all, and some only report completions. This situation recently resulted in THREE agencies transcribing the same title! This means that two texts did NOT get transcribed that year. What an unnecessary waste and what a loss to readers! Those who are conscientious about reporting and knowledgeable about researching available transcriptions must often refer to several sources to ascertain the availability or nonavailability of a title. There must be ONE centralized registry of material in special media, regardless of the nature of the text. I don't care what sort of material it is—fiction, music, textbooks, knitting instructions—you name it—we should be able to report and resort to ONE registry.

Personnel of agencies serving the visually impaired, facilitators in education and industry, and braille readers themselves must be better informed as to the resources available, and the processes and time requirements involved in the production of braille materials.

Publicity surrounding technological developments must be monitored for oversimplification and sensationalism which lead to unrealistic expectations on the part of both users and the general public. And I'd like to track down those "reliable authorities" (or is it a "knowledgeable source"?) who inform people that "braille isn't used any more"! That kind of misinformation does NOT increase enrollment in braille transcription classes!

Now, I know you're going to go out there and implement some of my suggestions and come up with more and better solutions that I've proposed. But before you rush out, don't forget to solve the BIGGIE—reducing the cost of braille books. For what should it avail us to transcribe Dr. Eliot's five foot shelf if no one can afford to read it?

Ladies and gentlemen, I put it to you—we have "created a monster"! We have promoted education, recruited professional and volunteer support, and trumpeted equal opportunity, but we are lacking an effective and economically viable delivery system. Resources are fragmented, parallel agencies duplicate, rather than complement, each other, and the lines of communication have many weak links. We have the building blocks—let us apply the right mortar and appropriate architecture and make good our promises!

Joyce Van Tuyl

COLLABORATING WITH PARENTS: PROCEDURES FROM THE PAVII PROJECT, Workshop #205 (Leader: Deborah Chen, Ph.D., Projector Educator, PAVII; Blind Babies Foundation. Panelists: Gail Calvello, M.A., Parent-Infant Educator, PAVII, Clare Taylor Friedman, Ph.D., Project Coordinator, PAVII)

This workshop described procedures from PAVII (Parents and Visually Impaired Infants) which involve caregivers as a primary and essential member of the early intervention team.

Deborah Chen gave a brief overview of the project which provides early intervention services in the San Francisco area to families with infants and toddlers who are visually impaired. PAVII is a three year model demonstration project, funded by the Handicapped Children's Early Education Program (HCEEP) and administered by the Blind Babies Foundation. Families receive home visits and may participate in a weekly parent support group and/or a play group with sighted infants and their parents.

Clare Friedman discussed the philosophical basis of the PAVII procedures. The project assumes that:

- An environmental, transactional/interactional match will facilitate an infant's development.
- The caregiver is the primary interventionist for all children under three.
- Intervention programs must respect the individuality of both parent and child.
- Intervention activities must be chronologically-age appropriate and ecologically-valid.

Gail Calvello discussed the Parent Assessment of Needs (PAN) an interview/report form which helps parents to identify home-based goals for their infant and toddler. The objectives of the PAN are:

- To encourage parents to identify child baseline behaviors and the next step, and then prioritize parent-child activities.
- To create a process which helps parents to recognize developmentally appropriate skills, understand needs from their child's perspective and identify their own resources.

She discussed a "sample PAN" for a 15 month old who was totally blind, and illustrated how program staff might respond to parent concerns.

There was a discussion between presenters and the audience on adaptations of the PAN for

preschoolers and for severely handicapped children. The PAN is a process by which parents identify intervention priorities and the format may be adapted for individual children.

Clare Friedman introduced the Parent Observation Protocol (POP), a video "microteaching" format which encourages parent observation of self and child, as well as identifies teaching strategies, and critical components for facilitating early learning experiences. The POP assumes that the impact of parent-child interaction is bidirectional and that the parent's self esteem affects the parent-child relationship. The POP is a process-oriented approach which:

- Develops parent observation skills and effective teaching strategies.
- Facilitates parental feelings of competency.
- Documents both quantitative and qualitative change.

Effective use of the POP requires sensitivity to and respect for parental individuality. Deborah Chen described the PAVII video parent training process and the "Show and Tell" procedures for giving feedback to parents.

Three baseline video segments were shown of mothers feeding their infants (who were low vision, totally blind and multihandicapped). Given these observations, the following questions were discussed with the audience:

- What is the parent's objective?
- What is the child learning?
- What comments would you make as a home visitor?
- What suggestions would you make about the activity?

Gail Calvello and Clare Friedman role-played the use of the Self Observation Questionnaire (SOQ), in order to demonstrate the formal PAVII procedure for viewing video segments with parents. "Booster" or two months follow-up tapes of the three mother-infant pairs were shown to demonstrate the effectiveness of the video procedure. The audience received copies of the PAN and SOQ and were invited to provide written input for further development of these materials.

USING COMPUTERS WITH SPEECH OUTPUT TO MOTIVATE LANGUAGE LEARNING IN SEVERELY VISUALLY HANDICAPPED PRESCHOOLERS WITH DELAYED LANGUAGE. Workshop #206 (Leader: Pamela Lansky, Speech Language Specialist, Blind Children's Center; Panelist: Laura Meyers, Linguist/Child Language Development Specialist)

Pamela Lansky presented this workshop alone, as Dr. Laura Meyers, linguist and principal investigator, was unable to attend.

This clinical research project was initiated through the joint efforts of Dr. Meyers and the Blind Children's Center. Dr. Meyers had previously used the computer and speech synthesis to facilitate language acquisition in sighted toddlers with Downs Syndrome and cerebral palsy. This project was designed to study if a similar concept could be applied to visually impaired toddlers, many of whom have had stormy medical histories and present with other handicaps in addition to their visual impairment. The goal was to determine if the computer enhanced language intervention would be more effective in teaching language/communication skills, than more traditional language intervention.

The workshop began with a brief description of the regular language development of the sighted toddler, and then contrasted with this was the language development of the severely visually impaired child. The following differences in language development were cited in the literature and supported by observations of children at the Center:

1. The development of word meanings or vocabulary may be more narrow and may differ from the conventional meaning of the word.
2. Social use of language may be more limited, in that some severely visually impaired children often use their vocabulary to name or to comment, but are more restricted in using it to request, question, and share information about possession, location, agents, etc.
3. Early phrases and sentences may be comprised of immediate or delayed echolalia, indicating that the child has "bought his language ready made" as opposed to developing an unconscious internal grammar by which to generate unique utterances in unique situations. This unanalyzed language system means the child is much more dependent on others to provide him with the language he needs at a particular moment.

Based on the above language differences of severely visually impaired toddlers, two goals for computer enhanced language intervention were stated:

- to MOTIVATE the children to participate appropriately in play and language activities through the use of a computer with synthesized speech output.
- to help the children REPLACE their echolalic unanalyzed use of others' language with SELF-INITIATED language generate from their own INTERNALIZED GRAMMARS.

A number of reasons WHY to use a computer for language intervention were discussed:

1. Acts as SCAFFOLD
2. MOTIVATING
3. Acts as a COMMON POINT OF REFERENCE
4. Prolonged, consistent auditory signal of SPEECH SYNTHESIS

Slides and videotapes demonstrated how the computer could be incorporated into a language learning session for the severely visually impaired toddler. An Apple IIe computer, an Echo+ speech synthesizer, and a membrane "toddler" keyboard (the Muppet Learning Keys) are the hardware used. Two pieces of software were developed, specifically with the interests of the visually impaired preschooler in mind. The software is programmed such that when the children touch a specific area on the keyboard they activate the speech synthesis to "say" a selected word or phrase. The keyboard is delineated into up to 12 areas, each one representing a word or phrase. The children learn where a specific vocabulary item is either spatially, through trial and error, or in some cases through a tactile cue (fabric glued onto the keyboard). For those children with some residual vision, specially designed graphics (primary colors on a black background for maximum contrast) simultaneously appear on the monitor when a vocabulary item is activated. The children use the keyboard as a talking communication board that they use to participate

appropriately in typical early conversation about play. They "talk" to the clinician about their play with action toys (bike, wagon, body ball, rocking chair) or with music activities (songs, tape recorder, jack in the box, music box, guitar). The computer scaffolds the children into participation in these interactions, until such time as the children begin to verbally initiate on their own.

The research logistics of the project were reviewed, followed by a discussion of the measures used to determine the efficacy of using the computer. After a review of the literature and observation of the children at the Center, the following behaviors were chosen to be analyzed from the videotaped computer and non-computer language sessions. The behaviors focus on: how motivated

the child was during play (non-involved, passive/off-task, passive/on-task, on-task/non-solution, solution); what type of expressive act the child used to communicate (computer, sign/gesture, word, multiword, ellipsis, sentence), how rote or spontaneous the child's utterance was (non-focused, rote echolalia, cocktail/scripts, rehearsal, mitigated echolalia, sentence frames, self-initiated/spontaneous); what communicative act the child used (attention/staying in touch, directs/requests help, questions, informs), and if the child took an appropriate turn in the discourse. A manual describing all these behaviors in detail has been developed. Within a year it is hoped that the software, the language scoring protocol/manual, and the research results of the project will be available for distribution.

HOW TO COMMUNICATE MORE EFFECTIVELY WITH OTHERS. Workshop #207 (Leader: Rona Harrell, Ph.D., Associate Professor, Orientation and Mobility Program, California State University, Los Angeles)

This presentation focused on more effective ways of communicating with others, including other professionals, parents of students, students, administrators, and one's own family and friends. Communication was defined as coming to union of understanding thoughts and feelings which does not mean two people always agreeing. In order to communicate effectively, one needs a vision or a goal and good will toward the other person. An "Interpersonal Communication Inventory" was given out to the attendees to be taken at a later time.

Supportive and defensive climates were discussed. Supportive climates promote understanding and problem solving where defensive climates impede them. Examples were given contrasting both types of communication. The supportive climate results in "synergy", a win-win situation where both people feel their concerns are addressed and their needs met.

Communication styles were addressed next. Everyone has one of four primary styles: intuiting, thinking, feeling, or sensing. It was pointed out that an individual's weaknesses often represent an overextension of his/her strengths based on the primary communication style. Learning to "style-flex" is learning to communicate with another person on his/her primary channel rather than communicating with all people as though they were the same. "Style-flexing" is an art which facilitates better communication.

The presentation then focused on the first step in communicating more effectively, learning how to acknowledge and accept others' feelings. Denial of others' feelings is not uncommon. Examples were given for twelve roadblocks to communication which do not acknowledge feelings:

1. The philosophical response
2. Advice
3. Questions
4. Defense of another person
5. Pity
6. Amateur psychoanalysis
7. Commanding or ordering
8. Moralizing or preaching
9. Criticism
10. Logical arguments
11. Name-calling or ridiculing
12. Withdrawing or humoring. Empathy or sympathy were also contrasted.

Listening was discussed next. The process of active listening was described and modeled. A role playing activity demonstrating good listening skills v. poor listening skills and denial of feelings was performed for the audience to contrast both communication methods. Cautions in using active listening were also discussed. "I" messages were compared to "you" messages, pointing out the positive effects "I" messages, making statements about how you feel about something rather than blaming another person, have on another individual.

The use of the content-process shift as an effective communication strategy was described. Learning to change from the content to the process level when communication appears blocked because of someone's feelings is a powerful tool in controlling an interaction and reducing discomfort in another person. Effective assertive statements were also reviewed.

The audience was then challenged to select a few areas to work on to improve their own communication in either their professional or personal relationships. They were told of research that shows that for any goal one sets for oneself:

1. Think it - 50% chance of achieving it.
2. Write it - 40% chance of achieving it.
3. Say it to someone else - 60% chance of achieving it.
4. Actually do it more than once - 75%-80% chance of achieving it.
5. Get feedback from others - 90% chance of achieving it with 90% proficiency.

Attendees were encouraged to set their own goals keeping these steps in mind.

PROOFREADING, WORKSHOP #307

(Leader: Susan Mangis, Certified Proofreader and Teacher with the San Juan Unified School District)

The proofreading workshop was held on the first day of the CTEVH conference. There were thirty-six people in attendance. Most of these people were transcribers. One transcriber is currently working on her certification, while others have been transcribers for a number of years.

The workshop lasted for one hour and fifteen minutes. It was divided into three sections--an explanation of proofreading, practice in proofreading, and finally reviewing the errors in the practice material. The broken rules were cited.

The first part lasted for twenty-five minutes. The explanation covered three main topics.

First, why proofread? I discussed the reasons for proofreading, quality control, and good quality braille. Examples of what can happen when material isn't proofread were given.

The second point covered who should proofread. Each transcriber should proofread her own braille.

Then someone else who knows braille should read it to find errors which were missed, and finally when the manuscript is complete, the certified proofreader should read it.

The third part dealt with the certified proofreader. The two types of certification, and what that will mean to the transcriber were covered. How to find a proofreader, what to send, and what to expect from the proofreader were discussed.

During the next twenty minutes the participants practiced their proofreading skills. They received two pages to proofread.

During the last section, the answers to the proofreading exercise were given. Where necessary rules were discussed. The participants received a corrected copy of the proofreading assignment and a handout to review the material covered in the first section of the workshop.

Before giving an assignment to be proofread, the lines should be numbered. This will make it easier for correcting the assignment.

ADMINISTRATORS' ROUND TABLE, Workshop #402

(Leader: C. Robert Calhoun, Program Manager, Special Education, San Diego Unified School District. Panelists: Joy Efron, Ed.D., Coordinator, Visually Handicapped Program, Los Angeles Unified School District; Chris Neall, Principal, Sonoma County; La Verna Fredregill, Administrator, VH Program, Azusa Unified School District)

Although the workshop was billed "Administrators' Workshop", no one who desired to attend was excluded. The audience was comprised of 60 people who were interested in the topics listed in the program.

The workshop centered on five subjects:

1. An overview of four districts
2. Low-incidence funding
3. State guidelines
4. Multi-handicapped programs
5. Transcribing services

The workshop format included participation from the audience by sharing information and answering questions. The salient points of the workshop were as follows:

1. The variety of structure in school districts and working within those specific assets or constraints.
2. Determining how to obtain access and utilize low-incidence funds.
3. Avoiding unnecessary limitations on low-incidence funds.

4. Appropriate response to state survey to indicate positive results of low-incidence funding.
5. Utilization of the new VH state guidelines to evaluate programs.
6. Utilization of state guidelines by all staff to indicate needed implementation.
7. The need to serve MH students - a discussion of various district approaches to the type of service.
8. The need to maintain liaison with transcribers guilds.
9. Obtaining transcribers to work in school districts.

MICRO BRAILLE PROGRAM (IBM) I, Workshop 505 & 605 (Leaders: Lou Ella and Norman Blossum, Micro Braille, Inc.)

The Micro Braille Program was introduced three years ago (San Diego, March 1984). In that year 34 Programs were ordered, with only eight in California. In 1986, 114 Programs were ordered with California coming in second to Minnesota. Also other countries are becoming aware of how easy the Micro Braille Program is to use. To date the Program is in the following countries: Denmark 1; Finland 1; Australia 3; and New Zealand 4.

It was emphasized to keep your file name short. This eliminates typing errors. It is suggested to use the initials of the book, (no more than 3 or 4 letters) then hyphen, then 1 (for volume 1) "a" for the first ten pages of text. Example: ABC-1a. This must be done in order for embossing to be done properly.

A 8-foot video monitor was provided by CTEVH, which made all the demonstrations shown, to be easily seen by everyone.

A brief demonstration was shown for the non-users to see the basic functions of the Program, such as automatic page numbering (textbook, literary, and running braille page numbers), automatic centering of all headings. The "proofing line", movability of the Cursor and line numbers to show what braille line you are on, which can be turned on and off at will. Also, how to set tabs for indented or column material.

It was also emphasized that you MUST be on a braille page to use the F4 <SAVE>, and F3 <LOAD> functions. You CANNOT use these functions when on the Menu. When on the Menu, you must use <S> for SAVE, <L> for LOAD. As of October 2, 1986, Norman put in a block in the Program, so the transcriber can no longer use these functions other than a braille page. When you use these Functions in an improper place, you will find your file with either duplicate pages or blank pages, where good braille pages should be.

When you are in the Micro Braille Program and you want to change file disks, the best place to this is when you are at the Menu. Example: after you have SAVED your file, take out the file disk and put in the next file disk, and then hit <L> for LOAD, and the directory for that disk will be displayed. You can also change the file disks when you are at "FILE TO EDIT", and just hit the * ENTER, for display of directory.

It was also demonstrated that if you are on the 25th line, and you center something, for instance, "End Of Volume", your cursor will automatically go to the next braille page and pop in the Running Head and page number. If you delete that page, you MUST remember to SAVE by hitting <S> or else, when you go back to that file the page you deleted it will still be there.

How to combine files was shown. It is important that you load "first" the file you wish to "add to", then LOAD in the next file. Be sure you have no more than 10 braille pages in each file. After you have combined these files, you can then go in and delete any pages you wish, and then SAVE. You are cautioned, whenever you do major changes to be sure to make a diskcopy of your file disk first, so that if something goes wrong, you will still have your original file disk.

It was demonstrated how to push lines off from braille page to braille page. If you have to push lines off to the 11th braille page, it is important that if you use a Running Head that you lay these lines down on the second line. Even though the 11th braille page will not pop in the Running Head automatically, if you decide to pull lines up from that page it will only pull braille lines from line #2. If you do not use a Running Head, then you should lay the lines down on line #1 to be pulled up properly.

APPLE LAB WITH ROBERT STEPP'S PROGRAM BEGINNERS AND ADVANCE

Following are the main points that were covered in these workshops.

Also please note:

The ED-IT manual written for braille transcribers by Elinor Savage is now available for purchase. The price is \$22.50 if payment is included with the order. (\$25.00 if payment is not included or purchase is made with a purchase order.)

Robert Stepp is also working on a new version of the program with some added features. A notice of the availability of this version will be sent to all users soon.

Order the ED-IT manual from:

Intelligent Information Technologies Corp.
P.O. Box 5002, Station A
Champaign, IL 61820

APPLE LAB WITH ROBERT STEPP'S ED-IT PROGRAM (for beginners), Workshop 506 & 606--APPLE LAB WITH ROBERT STEPP'S ED-IT PROGRAM (for users), Workshop 803 & 903
(Leader: Elinor Savage, CTEVH Computer Braille Notation Specialist; Transcriber, Pomona Valley Transcribers Guild; Assistants (workshop 506--Diann Smith and Jacquie Walker); (workshop 803--Diann Smith)

IMPORTANT POINTS FOR MAKING BRAILLE EASIER AND FASTER

DO NOT MAKE CORRECTIONS AS YOU ARE BRAILLING:

Correcting errors that you happen to notice as you are brailleing, especially on lines above the current line on the screen, take much more time than if you wait and correct the errors when you are proofreading. Each time you go back on a line, or on a line above your work, to correct a simple error, it takes several seconds at the least. These seconds add up to minutes in each file, and to hours in a whole book! Of course this makes careful, accurate proofreading a must. But we all do that anyway, don't we?

BRAILLE THE COMMANDS:

Use the chart in the new ED-IT manual, or press all of the keys on the keyboard, to see the symbols you get on the screen. Some keys generate braille symbols, some typewriter symbols. All of the braille symbols can be entered on the brailleing keys, SDF JKL, instead of pressing the key on the keyboard. There are only 18 of these symbols, and ten of them are the numbers 1 through 0, which are easy to learn—they are the regular braille numbers in the lower two-thirds of the cell, the Nemeth numbers. Memorize the other 8 braille symbols. Each time you enter a command that uses these symbols, braille them with the SDF JKL keys. Brailleing commands is not only easier and faster than having to press keys all

over the keyboard, but it will help you to find mistakes that you may make when entering commands. If you don't know that a dot 6 is a comma and dots 4-6 is a period, you won't be able to understand why one of your commands doesn't work.

ENTER MULTIPLE COMMANDS:

It's easy to string several commands together at the same time by putting a semicolon between them. If you are going to center a line, for instance, and then insert more braille, simply enter ?? CW;l (R) . Or, when you are beginning a brailleing session, enter

?? GET filename;*-20*;l (R)

This gets your file, shows you the last 20 lines so that you can find your place, and has the next line ready for brailleing.

Anytime that you have to enter more than one command to perform some procedure, enter them together.

EMBOSSING ERRORS

Embossing errors occur when "controls" are accidentally inserted into a file by pressing one of the keys, ESC, TAB, down arrow, or up arrow. This is explained in the ED-IT manual. Two other mistakes can cause embossing errors.

EMBOSSING ERRORS OCCUR WHEN THE NUMBER OF LINES IN A FILE IS NOT A MULTIPLE OF 25

Every file must have an exact total of lines that is a multiple of 25. There are several ways that extra lines can get into a file, but there is only one way to make sure that every file has only an exact multiple of 25. You must enter the command ?? NP* (R) when you finish a file. This will give you the number of the last line of the file. If it is any number other than a multiple of 25, you must check the last lines of the file and delete any that are there by mistake, or add lines until the last line is a multiple of 25.

EMBOSSING ERRORS OCCUR WHEN THERE ARE MORE THAN 40 CELLS ON A LINE

The ED-IT program allows you to put many more characters than 40 on a line. These additional characters will show on the screen at the beginning of the next line—in other words, as a runover line—but they are still part of the same line number. You get a beep for every character you insert after the 40th, so you will not usually make this mistake when you are inserting. However, when you are making corrections and you add characters to a line, it is sometimes easy to overlook the fact that the line has now become more than 40 spaces long.

The Thiel embosser, which is the embosser used by NBA, CompuBraille, and several other agencies which do embossing, will emboss any characters after the 40th on the next line. This inserts an additional line on the page and throws off every page which follows. Triformation's Personal Braille embosser adds characters at the beginning of the same line, so you have a dot error on your line, but the number of lines remains the same.

The only way to check for lines that may contain more than 40 spaces is by careful proofreading. As you scroll through the file with the RETURN LP command, pay special attention to the spacing between the prompt lines. An extra line will show up rather clearly, which is the consequence of more than 40 spaces.

MORE ABOUT THE SUBSTITUTE COMMAND

The use of the Substitute command, ?? S , for making corrections, is much faster than using the Modify command. Some who have tried the Substitute command have had surprising and unwanted results, and so have abandoned using it. However, if you understand how the command works, and if you always enter it carefully, you will not only not have problems with it very often, but you will know how to correct any problems you do have.

You need to know some facts about the command:

1. When the Substitute command is entered with the format

?? S/old text/new text

the current line is checked for "old text" and, if found, the substitution is made on the current line. When the "old text" cannot be found on the current line, a search is made downwards through the file looking for "old text". If found anywhere after the current line, the substitution is made on that line. If "old text" is not found anywhere in the remainder of the file, the message NOT FOUND is displayed.

2. When the Substitute command is entered with the format

?? US/old text/new text

the first line directly preceding the current line is checked for "old text" and, if found, the substitution is made on that line. When the "old text" cannot be found on the line directly preceding the current line, a search is made upwards through the file looking for "old text". If found anywhere preceding the line above the current line, the substitution is made on that line. If "old text" is not found anywhere in the file above the current line, the message NOT FOUND is displayed.

3. When the Substitute command is entered with the format

Sn/old text/new text

the line number or range of line numbers is checked for "old text", and, if found, the substitution is made on that line or range of lines. A substitution is not made on any lines except those specified, and if "old text" is not found on any lines within the line range, the message NOT FOUND is displayed.

4. When the Substitute command is entered with the format

SW/old text/new text

the entire file is checked for the "old text" and, if found, the substitution is made in every place where "old text" is found.

In addition to the various procedures performed by the Substitute command as listed above, the following procedures also take place.

5. The Substitute command will make the substitution at every occurrence of "old text" on the same line. It cannot be limited to just one substitution on any one line.

6. The line on which the substitution is made is displayed on the screen and this line then becomes the current line.

7. Once entered with old text/new text the same substitution will be made if ?? S (R) is entered.

A wrong substitution is always the result of entering either "old text" or "new text" with braille symbols that you didn't mean to braille. You will have very few problems if you always enter the command very carefully. However, if you do get a wrong substitution, knowing the facts above will help you correct the problem that has arisen easily and quickly.

If you have entered ?? S/old text/new text and you get a wrong substitution, you know that the line displayed is farther down in the file than the line you meant to correct. (1. above) Since you are probably proofreading, and you know you will come to this line again later, you can correct it or leave it as is to be corrected when you reach it. You also know that the line you meant to correct is above the line displayed. (6. above) If you now enter the command ?? US/old text/new text (R) , the line you meant to correct originally will be corrected and displayed on the screen, and you are at the place in the file where you left off and can continue proofreading.

If you make a mistake entering a ?? US command, the above process is reversed, since the line that is corrected by the mistake will be somewhere above the line you meant to correct, and so entering the ?? S/old text/new text command will correct the original line, which is now lower in the file. (2. above)

Always check the line length after using the Substitute command. If characters have had to be added to the line, make sure the line is still no more than 40 spaces long.

When a Substitute command has been entered once with old and new text, and the next correction you need to make is exactly the same, the correction will be made by entering only ?? S (R) . Since a text is apt to use the same words often, and you are apt to make the same braille errors with particular words, this fact about the Substitute command can come in very handy.

If you are hesitant about trying the ?? SW command—it makes the substitution for every occurrence of old text in the file—try it the first few times by entering ?? QSW/old text/new text/ . This procedure is explained in the manual. However, this is a time-consuming process and you should discontinue using it as soon as you feel comfortable with the command.

If you know the line number of the line that contains the substitution you wish to make, use the command ?? S#/old text/new text . This form of the command assures you that the substitution will be made only on the line stipulated.

If you are making a substitution somewhere in the file other than the current line, and you want to be sure you get back to the current line after the substitution is made, enter the command in the form ?? KS/old text/new text . After the substitution is made, no matter where it is in the file, you will be back at your current line.

LENGTH OF "STRING" TO USE AS "OLD TEXT"

In most cases the entry of just two or three characters will suffice for correcting dot errors, spaces to be inserted or deleted, word to be inserted or deleted, etc. For example:

Dot errors—use the braille symbol that has the dot error plus one of the symbols on either side for the "old text". Use the corrected symbol plus the added one for the "new text".

Space to be inserted or removed—use the characters on either side of the space to be inserted or removed for the "old text". Use the two characters with the inserted or removed space in the correct position for the "new text".

**AN INTRODUCTION TO MUSIC WITH CONTINUATION FOR THOSE ALREADY
TRANSCRIBING. Workshop 508 & 608
(Leader: John di Francesco, Former Chairman of Music Committee for BANA)**

Because most of the class consisted of beginners, and because most of the beginners had some rudimentary knowledge of music braille, the two sessions became one continuous overview of the music braille code and its various formats, with a short break in midafternoon. Mary DeGarmo's INTRODUCTION TO BRAILLE MUSIC TRANSCRIPTION was the oh-so-trusty path we trod together, pausing here and there to make appropriate emphasis. My primary function, as I perceived, it, was to guide the class selectively along this path with a view to covering as many highlights as time would permit. Maintaining credibility as to my eligibility in this function, I was able to make frequent prideful reference to my past association with both Mary DeGarmo and Bettye Krolick, the leading ladies of music brailledom. Throughout the afternoon, I was pleased to be able to keep the class aware of Mary's supplements and Bettye's very useful books. Our lightly pervasive theme was the inherent differences between the inkprint system of music notation and the braille system.

We naturally began with note symbols. There are no note symbols as such in print; but there are value symbols, whose pitch is determined by their location on lines and spaces of a staff. In braille, there are symbols which represent both the pitch and the time-value simultaneously. These note symbols and their time-value modifications were quickly reviewed, and the inevitable question of why the eighth notes are represented by "the wrong letters" was duly dealt with. The class was reminded that in France notes are identified as syllables (ut, re, mi, etc.) instead of letters. As one who has had considerable experience as a music teacher of blind students, I suggested that eighth notes should not be introduced until other basic note values have been well established. We made careful distinction between the whole note as a whole measure or as a part-measure. The related rest signs were also taken up, including consecutive whole rests. We read and sang a few of the exercises in the early chapters of Mary's book in rhythm. Other basic signs were quickly covered, such as the double-bar, the music hyphen, and the tie. When we took up dotted notes, we distinguished between simple and compound time-signatures.

When we discussed the so-called accidentals, we lingered a little on the subject of key-signatures. It was pointed out that, while in print the sharps or flats of a key-signature are "spelled out", in braille the key-signature reveals only the number of sharps or flats, without identifying them.

Thus a blind musician must have a thorough knowledge of the specific sharps or flats which belong to a given key.

Because there is no staff in braille, thus rendering clef signs virtually useless, the braille music system requires octave signs, and we took up the principal rules governing their use. From a purely melodic standpoint, their use is in three categories: Never needed; sometimes needed; and always needed, according to the distance from one note to another. Since the 4th octave is indicated by dot 5, and could thus cause some confusion, the class was reminded that this is a middle dot representing the middle octave.

Indications of dynamics and tempo required very little attention. But the signs for crescendo and decrescendo or diminuendo needed special reflection. It was observed that in print these words can be indicated in a number of different ways, each way meaning substantially the same thing. One of the ways is diverging and converging lines, a device not available in braille. Thus, if the braille copy is to be a facsimile transcription, arbitrary signs must be used to show that this device is being employed in the print copy. I a facsimile copy is neither necessary nor desired, all crescendos and decrescendos, no matter how they are indicated in print, may be written word-sign c or d. The question of facsimile or non-facsimile copy is determined by the needs of those for whom the transcription is being made.

Another major difference between inkprint and braille music notation is the treatment of chords. In print, a chord is shown in vertical construction, with the pitch of each member of the chord clearly indicated by its location on the staff. In braille, only the top or bottom note of the chord is indicated by its proper symbol, all other members of that chord being shown as appropriate intervals. A blind musician, then, must have a good sense of intervallic relationship, both melodic and harmonic.

Other related items covered were: finger signs, slurs and brackets, measure and part-measure repeats, in-accord signs, and formats for keyboard and non-keyboard instruments, solo vocal music and choral scores, etc. A substantial amount of time was devoted to vocal music (probably due to the leader's bias).

In print, the words of vocal music are syllabically divided with hyphens in order to show the number of notes assigned to each syllable. In braille, when there are two or more notes on which a

syllable is to be sung, this is shown in the music by use of the syllabic slur, thus obviating the necessity for unnatural hyphens in the text. The hyphen is used, of course, in normally hyphenated compound words and in a proper syllabic division at the end of a line. But there is an otherwise abnormal use of the hyphen in music braille; namely, when the vowel-content of a word or syllable must be carried from one parallel to another. This subject has needed clarification, and we spent some time on it. It needed to be made clear that when a word-line begins with a vowel-content carried over from the previous parallel, that vowel-content must be preceded

by a hyphen, even though there is already a hyphen at the end of the previous word-line. This is the only time the hyphen is repeated at the beginning of a line. When a word is divided according to its normal syllabication, the hyphen must not reappear at the beginning of a line. In the music line, the carry-over is indicated by a repetition of the syllabic slur. My wording here may make this matter sound a bit more complicated than it actually is; but I trust I made it clear to the class.

All in all, things went very smoothly. It was a very congenial class, and I thoroughly enjoyed my role as its guide.

ITINERANT TEACHING: TRICK OF THE TRADE, Workshop #609

(Leader: Jean Olmstead, Itinerant Teacher of the Visually Impaired, Orientation and Mobility Instructor, Richmond Unified School District)

Participants in this workshop received a handout which included twenty-six sample forms. The presentation touched briefly on the following concerns of itinerant teachers.

Establishing caseloads VI teachers should have an active role in the assignment of students to teachers because we're the ones who know best the needs and abilities of the students. In programs with more than one teacher, switching students from one teacher to another every three years or so is a healthy approach.

Inservicing classroom teachers Information about students' visual conditions and special needs can be imparted to classroom teachers by letters, meetings with the teachers on site, and special inservices. Having the VI student participate in these meetings when appropriate helps the student become adept in communicating about his visual needs and may provide a greater understanding for his classroom teacher(s).

Special scheduling Itinerant teachers have the opportunity to make adjustments in our schedules for special activities such as making home visits, field trips, and attending eye exams with students and their parents. Occasionally taping eye exams can be helpful to those attending. Take an eye report form to the exam; most eye physicians are cooperative about completing the form at the time of the appointment.

Gathering itinerant students together for field trips frequently can result in a healthy sense of camaraderie.

Rights in schools Upon request, the teachers' bargaining unit can negotiate for the following in the district contract: caseload maximums, district or county cars for professional use, and adequate permanent work space, mail boxes, keys, and safe storage space in each school served.

Materials Acquiring adequate materials to serve students at different sites takes time. Each program should have enough so we're not toting typewriters, braille writers, or video magnifiers from school to school.

Office Itinerant teachers should have an office where we have desks, filing cabinets, an enlarging copier, access to a phone, and adequate space for easy storage of materials and equipment.

Office staff It's advisable to have available someone who will answer the phone, relay messages to teachers in the field, locate materials for ordering, maintain an inventory, and order basic supplies.

Workshop participants had an opportunity to state their concerns and hear comments from other teachers.

Issue How to handle situations in which classroom teachers expect the VI teacher to tutor students.

Comments When applicable, coordinate the instruction with IEP goals. For example, helping a student with copying from the board can be tied into helping the student with his spelling.

Clarifying for the classroom teacher our role and goals for the student may be helpful.

When the student is experiencing many problems with school assignments, the VI teacher can coordinate efforts with other members of the school staff to find solutions, reassess the student's placement, or reprioritize goals with the teacher, parent, and student.

Issue Transportation for itinerant teachers who are visually impaired.

Comment In one district the program transcriber drove the VI teacher and completed her work at each site.

Retired people may be willing to work flexible hours for relatively little pay.

Issue Lack of VI resource rooms in some districts.

Comments Five itinerant teachers felt they have students who would be better served in resource rooms.

There's nothing worse (for the student and the teacher) than having to mainstream a VI student for whom itinerant placement is inappropriate.

Some VI students could benefit from periodic placement in resource rooms where they can participate in group activities and receive instruction in areas such as living skills which are difficult to provide on an itinerant bases.

Placement in a VI resource room should be considered on the basis of the student's needs, not on how much time he requires from an itinerant teacher. A student who receives two hours of instruction/day should stay in the itinerant program as long as he is functioning appropriately in classroom activities.

Issue Being unable to provide needed services because caseloads are so high.

Comments Each teacher's caseload needs to take into account the students' grade levels and severity of need and the distance the teacher travels to provide services.

Having caseload maximums established in teachers' contracts should protect the students and teachers. Even if the numbers aren't clearly stated, a grievance can be filed if there is an arbitrary increase over previous years' caseloads.

Thirty-three itinerant teachers at this workshop listed their caseloads and classifications. Thirteen were classified by their school districts as SDC (Special Day Class) teachers; the remainder were classified as DIS (Designated Instructional Service). Twelve teachers had aides to assist them. The teachers' caseloads (not counting assessments and referrals) ranged from 6 to 29. Fourteen teachers had caseloads exceeding the maximum of 12 as suggested in the Program Guidelines for Visually Impaired Individuals.

NEW MICROCOMPUTER PRODUCTS FROM APH, APPLE LAB, Workshop #705

(Leader: Larry Skutchan, Systems Programmer, Department of Educational Research, American Printing House for the Blind, Inc.)

This workshop introduced some of the APH computer materials. The session focused on using the Talking Literacy Kit (TALK), TEXTALKER, and SPEAKING SPELLER.

the differences between older versions and version 3.1.2 and the use of the CTRL-E commands used to control speech parameters.

The TALK kit was used to provide participants a chance to examine a possible tool for conducting computer literacy classes on the Apple II computer. A brief overview was given, and each participant had a chance to obtain some hands-on experience with the program.

A brief introduction to SPEAKING SPELLER included instruction on simple program control commands. Participants each took a test, practiced with a list of words, and then each created a new list of spelling words. Many delighted in phonetically correcting the pronunciation of the words in the list they created. Participants also took advantage of their new knowledge of TEXTALKER's control commands to alter speech parameters.

During the use of TALK, the concepts and practicality of using the TEXTALKER/Echo speech system was explained. The most surprising fact discovered about all the teachers that attended this workshop was their lack of knowledge of TEXTALKER's review features. Interestingly, almost without exception, the only teachers that knew of this capability were the blind ones. Accordingly, much emphasis was placed on making these teachers aware of this important tool. Other TEXTALKER related topics included a discussion of

In general, the workshop was successful but ambitious. It is not difficult to see how spending an hour and a half on TEXTALKER alone would benefit many.

INTRODUCTION TO THE MICRO BRAILLE PROGRAM (IBM) I, Workshop #801
(Leaders: Lou Ella and Norman Blessum, Mirco Braille, Inc.)

Everyone seems to shy away from computers because of the terms used are foreign to them. I am sure if you have ever went from one job to another, that you have found that each job has had its own vocabulary, referring to different forms or tools they use. Initials are used or coined words which only mean something to your coworkers. The same applies to terms regarding the computer. We "have" to use some sort of word with a common meaning to all. Look at all the terms you now use in brailleing and think nothing of.

Also, think of your computer as a big happy puppy dog, waiting for you to throw the ball, so he can go fetch it for you.

A brief Glossary was discussed, telling the definition of various computer terms such as:

Prompt: Shows that the computer is ready to accept a command.

Formatted Disk: A disk that has been made ready to receive braille pages.

Cursor: A marker on the screen to show where you are. When in DOS it will be a "blinking" cursor. In the Micro Braille Program it will be a square box.

DOS: Disk Operating System. You load in DOS to put your computer into operation.

The rest of the workshop was used to have actual hands-on experience using a computer. There were three experienced users to go around and give individual attention to everyone.

The students learned how to make their first file, put in their first automatically centered heading. Also, how to enter the textbook braille page number so it will come up automatically on the next braille page with its proper lettered page.

It seems to work out great having two on a computer. One could read the First Lesson Instructions, while the other one brailled. They would trade back and forth from time-to-time. It gave re-inforcement to each other, that they were not alone learning this new and wonderful way of brailleing pages, and how easy it really is. Imagine! No more recos.

SELF-ESTEEM, Workshop #804

(Leader: Dean W. Tuttle, Ph.D., Professor of Special Education, University of Northern Colorado)

Self-esteem is an awareness of personal value and worth, a sense of competence or adequacy, a measure of self-respect and self-acceptance. Everyone has self-esteem, it is not an optional ingredient. For some, it is positive while, for others, it is negative.

When studying self-esteem among the visually impaired, we need not establish special or unique psychological principles. The theories developed to understand and explain the behavior of all persons are adequate and sufficient to understand the behaviors of visually impaired persons. Therefore, much of the literature review for my book Self-Esteem and Adjusting with Blindness (Charles C. Thomas, 1984) explored research on self-esteem among the sighted. Excerpts from biographies and autobiographies serve to illustrate how these general principles apply to blind and visually impaired persons.

Stringer (1971), in her book A Sense of Self, has provided us with four psycho-social resources that enable a person to manage stressful times. They are (1) good interpersonal relationships, building a strong support network; (2) positive self-esteem, a quiet confidence in one's ability to

manage one's own affairs; (3) appropriate skills for competence, productivity, and responsibility; and (4) diminishing the severity of the stress through a large capacity for enjoyment, a good sense of humor, and the ability to laugh at oneself. As teachers, parents and friends, we need to help visually impaired students develop good social skills, healthy self-esteem, appropriate adaptive behaviors and coping skills, and a large capacity for enjoyment.

Several activities were suggested which were intended to help visually impaired students focus on self-esteem issues. Many of the activities were drawn from Chapter 10 of Self-Esteem and Adjusting with Blindness. Examples of these activities include a discussion of a biographical sketch, listing five qualities of a friend, or responding to a poster reading "I am something special, one of a kind."

Self-esteem is influenced from two sources: reflections from others and judgements of one's competence. Younger, more immature, or more dependent individuals tend to rely on reflections for their self-esteem. As the locus of control and the locus of evaluation become more internalized, the individual is freer to become uniquely and fully himself.

Early in the developmental process, reflections from others play an important role in shaping one's self-concept and self-esteem. A person tends to incorporate the signals received from this significant others into his own self-concept. When a person is valued and accepted by others, he will be more inclined to value and accept himself. A person receives multiple reflections from multiple significant others at many different times and places in his life.

Another major source of self-esteem is the continuous internal process of making judgments about one's own competence. Out of the visually impaired students' self-concept or perceptions of their own personal attributes emerge their aspirations and goals in life. Their aspirations determine the tasks and activities they choose to accomplish. Their performances of these tasks and activities are evaluated against standards of choice. Judgments about the extent of success is accomplishing the goals are weighted by the salience and significance of the value of that task or activity. Weighted judgments of success or failure have a tendency to either reinforce or modify the estimates of their own personal attributes (including self-esteem), which, in turn, determine future aspirations and goals. The cyclical process continuously makes an impact upon the students' feelings of competence and adequacy.

LARGE TYPE POTPOURRI, Workshop #805 (Leader: Marian Wickham, CTEVH Large Type Specialist)

A variety of subjects were covered--with great participation by those attending. This helped bring the workshop leader's blood pressure back down to normal after finding that the maid had cleaned her room well before check out time and placed all workshop materials in the garbage. Materials were retrieved quickly--and intact.

Illustrations: We were all in agreement that illustrations are a neglected and very frustrating part of transcribing large type. Too often, material to be copied is too "busy" to be simply enlarged with a copier and needs to be cleaned up a bit before copying. One way is to use soft white or black pencils to outline around the subject of a drawing, to highlight the subject and/or "soften" the background. Another way is to use felt tip pen and darken the outline of the main subject so that it stands out. Another way is to use a good "word picture" when an illustration is impossible to copy well. Partially-sighted readers should always be given a regular classroom copy of a text so that they can enjoy the color along with their peers. This is especially important with maps, charts, geography when color can quickly show what plain black and white can not.

While this internally oriented process is occurring within visually impaired students, a similar process is operating within their significant others, providing the basis for additional reflections. The significant others establish certain expectations based on their perceptions of the visually impaired person's attributes, observe the visually impaired person's performance, judge successes with their own standards, and weight the significance of the success by their own value systems. This process serves as a basis for reinforcing or modifying the significant others' defining attributes of handicapped individuals. With the newly strengthened or revised defining attributes, the cycle begins once more.

For those who may be interested, Self-Esteem and Adjusting with Blindness has been recorded by Recordings for the Blind, by the New Mexico School for the Visually Handicapped, and by Colorado State Library--Division for the Blind and Physically Handicapped. The American Printing House for the Blind has published the book in braille (available through National Library Service braille collection) and is considering a large print edition. I have just finished writing a correspondence course for Hadley School for the Blind, Winnetka, Illinois, entitled "Self-Esteem and Adjusting with Blindness". It is written for teenagers and adults who are struggling with blindness related self-concept and self-esteem issues.

If no enlarger/copier is available a variety of templates, grids, and a pantograph are very helpful to the transcriber--all available from arts/engineering supplies shops.

On maps, do not put names on the drawing, but use coding (as we do in braille) on the map and put a key preceding the map. This makes the map much more clear and far less confusing to the student. Although it makes a lot more work for the transcriber, it is of great help to the primary students counting groups of money, to copy the money its regular size -- so that a nickel does not become the size of a dollar. Also because the coins come out in fuzzy shades of gray, it is well to place an identifying letter above or beside each coin--a for penny, d for dime, h for half-dollars. APH has a new line of maps--U.S., part of U.S. and all states, enlarged clearly and with lines of longitude and latitude around the border. Very clear and useable. Also have scale of miles.

Machines--Copiers, Computers, Typewriters: At this point, the only large type typewriter available is the 6-pitch, 18 point, IBM's rebuilt by California Retyping Co., 2240 Colby Ave., Los Angeles, CA 90064. Phone: (213) 447-3960. About \$800.

Alternatives to large type typewriter: Several companies producing small machines (with flat read-outs) which can be placed under a magnifying lamp--or possibly the CCTV. These little machines can be carried easily by students. Brothers is making an electronic with both 6- and 12-pitch possibility, about 14 point. IBM and Silver Reed make an

Orator type---10 pitch, 14 point machine. With some students, spacing is as important size.

For those students, or any of us for that matter, who feel that the electronic machines do not produce black enough type, there are re-inking kits available for computer ribbons--which could be used for typewriter ribbons. These computer re-inking kits are available from Computer Friends, 6415 S.W. Canyon Court, Suite 10, Portland, OR 97221, \$15.

Also, a computer whiz suggested that WD-40 could also be used, but don't quote me on that. He also told me that the WD-40 was great for taking ink off one's fingers.

I learned from a guild in Illinois that anyone can re-ink typewriter ribbons with a mixture of 3 parts sewing machine oil to one part mimeograph ink--the kind that comes in a tube. Churches and other organizations who print weekly bulletins may still use this ink, and gladly give away the old tubes which can be squeezed for just a few more drops--enough to make an inking mixture for typewriter ribbons. Put the mixture into any bottle to shake up, use an eyedropper to put 4-6 drops onto the tip of a Smith-Corona cartridge or any spool ribbon. Put ribbon into airtight bag and let "steep" for two weeks or more, turning occasionally. When opened you will have a black, "juicy" ribbon. In this way, you can use ribbons until they turn to lace. This is for nylon or silk ribbons--not carbon ones. Magnifying lamps are available from Science Products for the Blind (the old Science for the Blind), P.O. Box A, Southeastern, PA 19399. They also sell two of the little portable typewriters as well as many other products for blind and partially-sighted persons. If you don't wish to send away for the lamps, they are also available locally from art goods or engineering supply shops. Ednalite is one brand name, Luxo is another.

Chicken/turkey rings (the little plastic rings to fasten together sheets of paper) are available from National Band & Tag Co., 721 York, Newport, KY 41072. They send brochure and ring samples. Several sizes and colors and much less expensive than locally.

A source for binding machines, covers, and spines which is less expensive than locally is NSC International, Little Rock, Arkansas. Toll-free telephone 1-800-643-1520.

Copiers which enlarge are available from many companies. Those mentioned by participants which are giving good service are Minolta, Pitney-Bowes, Hewlett-Packard, IBM, Canon. One feature

which many felt was essential if a great number of books are to be copied (and can't be unbound) is that the machine must have a platen which does not move. It is too hard to hold down a book flat on a platen which moves. Another desirable feature: a hand feed or single sheet by-pass which takes just one sheet of heavy paper of several sizes. These are terrific for copying onto braille paper or a heavy paper to use as a large type map.

This single sheet feed also takes the good quality plastic overhead projector sheets for map overlays or to be used as masters for ditto master copying or for braille maps or graph masters. The plastic sheets can be copied from the inky side of a ditto master, reversed, and used as a master for photocopying. By reversing the copied plastic, one can use it to run a reversed copy onto brailled paper to tool on.

Many computers now have good printers which can do beautiful large type using several programs. Those mentioned as producing good student copies are Apple/Magic Slate, Radio Shack/DMP 500, Commodore/Epson graphics printer, Macintosh/ImageWriter, Apple/BEX. More and more machines and programs are becoming available--on which I am no authority. Sue Reilly is now the Computer-Assisted large print specialist for CTEVH. Her address is Whittier Center, 3401 Clairemont Dr., San Diego, CA 92117. Colored print--especially the light blues--often cannot be copied without using filters. In order to bring up blues on the enlarger/copier, try covering the page with a yellow sheet; if that doesn't work, add that to a yellow-green sheet. I have found this successful. You may have to experiment a bit. Colored plastic sheets are available from Holzmuehler's: 1275 Minnesota St., San Francisco, CA 94107. The brand name is Roscolene.

Large Print publishers: Several of the "old" publishers are still producing large print books and a couple of new ones can be added to our list: ABC - CLIO is producing beautiful children's books in England at present and is planning to start publishing in Santa Barbara soon. For brochures for children's books (many of them Newberry award winners) and adult best sellers write to: Euzette Williams, ABC-CLIO, 2040 Alameda Padre Serra, P.O. Box 4397, Santa Barbara, CA 93140-4397.

A publisher new to me (Ann Kelp gave me apage samples)--beautiful large print children's books printed in England. U.S. agent: Borden Publishing, 1855 West Main St., Alhambra, CA 91801. Write for brochure of these Brimax books.

Addresses of publishers which have been turning out good books for years: C.K. Hall, 70 Lincoln, Boston, MA 02111; Thorndike, One Mile Rd., Thorndike, ME 04986; Curley Publishing, P.O. Box 37, South Yarmouth, MA 02664; Ulverscroft Books, c/5 Helen Boyle, 62-01 79th St., Middle Village, NY 11379; Readers Digest Condensed Books, Pleasantville, NY 10570; New York Times, Large Type Weekly,

P.O. Box 2570, Boulder, CO 80302. Weekly Reader is available for primary through grade 5 in large type. A book club publishing large type adult books is: Doubleday Large Print Home Library, 501 Franklin, Garden City, NY 11535-1104.

A quick note on large print: The term means only that any books reprinted any tiny bit larger than the original printing can be called large type. Also watch for right-hand justification in some publishing. In order to produce a nice even right-hand margin, letters in a line may be squeezed together or spread out making it very hard for the large-type reader to know where some words begin and end.

And speaking of publishing: National Braille Association has reprinted (not revised) the 1973 edition of NBA Manual for L.T. Transcribing. Cost to NBA members is \$3.15 and non-members \$6.30. This is a good guide for hand-transcription, but no different from the old red, blue, or yellow copies of years past.

Tip and Tricks of the Trade: For those of us typing from tiny print: the use of a strip-ruler-bar magnifier makes the work go much faster and helps avoid skipping lines--especially in work that is repetitious. Placing a metal (steel) sheet behind the page being copied and tiny magnets at each end of the ruler hold the magnifier in place. Magnifiers are available at Kaiser Hospital, art/engineering/stationery shops. For kids using both braille and L.T.--a quick and easy way to do a drawing from a ditto (which the student needs immediately) is to hold it to the light, trace the main

subject on the back and then simply wheel through the ditto to produce a one-time-use braille drawing. The felt tip tracing makes it possible to see, also. At this point, it is the proper spot to emphasize that school transcribers should follow the classroom teacher's format as closely as possible when transcribing materials for a student in an integrated classroom. When the teacher says, "Look below the drawing," or "below" the row of x's, that is where the L.T. user should find his material.

A beautiful suggestion from Norma Schecter: for storage of overhead projector sheets (or anything else for that matter) use clean, neat pizza boxes. If approached nicely, we were told, the pizza places will give transcribers the boxes for free. Wheel! Another suggestion, the backing/separators for X-ray films is heavy paper similar to tagboard. These also can be freebies. They make beautiful book covers. Or are great for easel painting in pre-school or primary classes.

This was a delightful workshop--lots of participants and participation.

HOW TO RUN A LARGE TRANSCRIBING GROUP, Workshop #806

(Leaders: Lavon Johnson, Coordinator, Sacramento Braille Transcribers, Inc.; Jo Ann Noble, Teacher of Braille Transcribing, Sacramento City Unified School District Adult Education)

Jo Ann Noble in the first half of this workshop told how she recruited, encouraged students through the braille lessons, and prepared them for transition into Sacramento Braille Transcribers.

In addition to the obvious newspaper, radio, and TV coverage, other local organizations are used. Presentations are made to service and youth groups; fliers are posted in public libraries. Parents of blind children, and any others who made inquiries about our work receive a personal call or letter.

Class lectures are followed by a work period when students can proofread each other's papers, work on lessons, and receive teacher assistance. Each student proceeds at her own pace, some finishing in one semester or less. When the course is finished, the student is introduced and a certificate of graduation is presented at the monthly luncheon meeting of the Transcribers.

The scene now shifts to Lavon Johnson, coordinator for Sacramento Braille Transcribers, Inc. The group is organized with elected officers and a number of appointed officers who are in charge of various phases of the work. A greeter at meetings helps to get new members acquainted. Someone heads a telephone committee for special events which occur between meetings. Correspondence, filing, binding books, duplicating, shipping, record keeping are all parts of the entire service. A volunteer staffs the office each morning, different ones signing up for a day or two a month.

The Coordinator (assignment chairman) conducts a textbook format session as needed for small groups of new members. The Code of Textbook Formats and Techniques is used. In addition, a booklet entitled "Tips for Troubled Transcribers" has been compiled by the members of this group and is issued to each brailist. It contains group policies as well as a simple restatement of the most-used rules.

Braillists are urged to work on a manuscript to submit to the Library of Congress for certification soon after graduation. At first assignments are short and simple, progressing to longer and more difficult ones as experience is gained. When possible, interests and expertise are matched to the assignments. When we get something "impossible" we rely on persuasion and dedication of the braillist.

Monthly luncheons help hold the group together. These may be catered or a brown-bag gathering. A short business meeting follows the social-eating period. People who work with the blind in the community or some of the people who have used your work may provide programs.

It is not necessary that they be spellbinding orators. An informal talk about how braille is used in a job situation, experience with guide dogs, or any kind of demonstration can be followed by questions. This kind of activity stimulates the braillists.

We have found that dividing books not only gets the work done sooner, but saves bogging down one braillist with something that is technical or of little interest.

Volunteers are very special people who give their talent and time without monetary reward. They must be paid in some other way. A personal word of thanks takes only a few moments. An urgent deadline met, a chart of table clearly presented, an assignment turned in early, an offer to take an extra assignment--all of these deserve notice. And do not forget that when the quality or time requirements are not met, the braillist has a personal life too. She may not choose to hand in inferior work. Give her a chance to turn back an assignment without feeling guilty. Love every one of them whether they do much or little. Each one is part of the whole team.

Seven of the seventeen attending were from out of state. Most of the questions asked had to do with the "Tips" booklet.

PROGRAMS FOR PRESCHOOLERS: CREATIVE ALTERNATIVES, Workshop #904
(Leader: Lois Harrell, Home Counselor, Blind Babies Foundation; Panelists: Carol Gorden, Parent, Sandra Suitor, Parent and Teacher, Yolo County Office of Education, Andrea Slavin, Teacher, San Juan Unified School District)

The leader introduced the topic by addressing the vital components for successful VH preschool intervention based on TEAMWORK:

The leader introduced the topic by addressing the vital components for successful VH preschool intervention, based on TEAMWORK:

T Team of:

Parents (the most important influence on the VH child's life).
VH teacher (to address the unique needs and inform the area).
Speech teacher (to facilitate development of communication skills).
Psychologist (who recognizes the variables of the VH population and how to assess blind children, and the different assessment tools).
Orientation & Mobility Instructor (to help the child develop the ability to process environmental clues in relation to himself, in an applicable way that will enhance the child's security and motivation to move independently).
Adaptive P.E. teacher (to promote the VH child's understanding of and comfort with his body in motion and in team activities).
Regular teacher (who believes in and accepts a VH child in the class).
Others: Aides, bus driver, all involved (to be inserviced as part of the team).

E Experience, based on REAL, reinforced and applicable involvement from the VH child's view.
A Adaptations, which are customized and functional for each specific child.
M Materials, which are individualized, appropriate, and basic for these foundation setting years.
W Willingness of the entire team to work together.
O Orchestration, to make sure that the child get consistent messages and extended association and reinforcement of activities. The key is communication.
R Resources of the classroom, school and community presented in a meaningful way so that the child can get a foundation for understanding and being part of the world around him.
K Kids, who must be ENJOYED and reached through understanding the implications of their visual impairment for the individualized approach for learning.

Sandra Suitor, described the various creative alternatives that were provided for her son who is deaf-blind, as he gained the foundation to be placed in a special class for hearing impaired, with itinerant VH services. An individualized home program gave him the time needed to discover his potential and to gain the tools for this eventual placement. Some of the frustrations were presented.

Carol Gorden, shared her child's mainstream situation which took lots of teamwork and continuous community involvement with gymnastics, music lessons, swim lessons, and REAL experiential exposure in order for the co-op preschool experience to work with itinerant services. The role of parenting

changes with a blind child, because the parent must also become an active teacher, so that the child will not miss out on information that sighted children get incidentally with vision.

Andrea Slavin, described the contained VH Preschool setting which has benefit of an aide, foster grandparent, ROP student, O & M instructor, speech teacher, transcribers, adaptive PE and mainstream into a regular preschool program when the child is ready. The TEAMWORK was addressed as well as the advantage of total emersion with the visually impaired focus.

PERSPECTIVES IN EDUCATION, Workshop #907

(Leader: Winifred Downing, Teacher, Hadley School for the Blind; California Council of the Blind; Panelists: Robert Acosta, Socorro Queen, Lynne Laney-Milo, Alan Holst)

Ahead of time the workshop moderator sent to the panelists the following guidelines for evaluating the school situation with which each member would deal:

1. Acquisition of blindness skills--reading and writing of braille, use of large print and/or magnifying devices, mobility training, typing, etc.
2. Acquisition of daily living skills--awareness of clothing, cosmetics, and appearance in general; ability to manage money and shop; techniques for basic food preparation and home care.
3. Acquisition of social skills--having both blind and sighted friends; participation in sports; activity in church, community, or political groups.
4. Summary of advantages and disadvantages offered by the educational option under examination.

Socorro Queen, member of the California Council of the Blind and instructional assistant at Vista College, recounted her experiences at the California School for the Blind in Berkeley. She believes that her training in blindness skills in the years when the children were educated completely within the school's environment prepared her well for her later participation as a student at Berkeley High School. The normal give and take that can occur in a situation where all the students were visually impaired and that must necessarily be absent when one child with a disability is in a class of sighted children she found particularly healthy as she looks back now. Because her family lived fairly close to CSB, she did not feel isolated from the life of her own home, though recognizing that disadvantage for

children with homes located at long distances from Berkeley.

Socorro's education prepared her for various positions in competitive employment with sighted and for her role as a wife and the mother of two sighted children.

Robert Acosta, president of the California Council of the Blind and teacher of government at Chatsworth High School, has been blind since birth. At the age of six, he was enrolled by his parents in the 32nd Street School for the Blind in Los Angeles, then the only facility of its kind which educated blind children in Southern California area. The devoted and well-qualified teachers there gave him six years of training in braille; typing; and the basic skills involved in reading, writing, and arithmetic. In grade 7, he became one of twelve blind children at John Adams Junior High which had an enrollment of about three thousand students. At first faculty resistance to the blind newcomers was a problem, but an excellent resource teacher worked imaginatively to solve the difficulties, thus minimizing as much as possible the socialization difficulties the children experienced at a period in their own lives characterized by uncertainty. Fun with other blind children came through activities at the Foundation for the Junior Blind and summer camp; and social experiences with sighted children occurred in some areas in the junior high, through attendance at church schools on Sundays and during the summer months, and in the normal interplay with brothers and sisters in the home.

The next step was John Marshall High School where Bob spent three happy years.

It was there, however, that he became aware for the first time of an aspect of his education had not been addressed--what blindness meant in the life of an ordinary young person in the United States of that period; for his school principal resisted strongly when Bob wished to run for student government.

His life then began to assume a character which developed further at UCLA where he prepared for teaching profession and that has led him all his life to work in championing the rights of blind persons. Though realizing that one area of weakness in his educational preparation, Bob gave full credit to his early teachers for the excellent foundation they gave him in the skills necessary to succeed academically.

Alan Holst, marketing representative at Telesensory Systems, Inc., was early fully integrated with sighted children in a preschool and then in the neighborhood kindergarten. Bussed to a regular public school with a resource room for visually impaired children, he continued his education until the year in high school when he left to attend a public school with no resource room for itinerant teacher. Looking back now, he feels that he did not receive adequate preparation in blindness skills and that he was short-changed in not having experiences with more blind people as he was growing up. Normal relationships with home, school friends, and the children in the neighborhood were important in allowing Alan to develop the academic and social skills necessary for his happy marriage and satisfying employment, but he feels that, especially in the early years, blind children get better training in a facility that can be devoted exclusively to their special needs.

Lynne Laney-Milo spends countless hours in her car driving to the schools in Placer County where visually impaired children are being mainstreamed and where there is no resource room. Often

she does not arrive at her home until after eight in the evening and she wonders how much longer she can continue the long hours and grinding schedule required to fulfill this job.

From the very beginning the mainstreamed student must develop social skills and the necessary independence to be part of the sighted world--a realistic introduction to life but also a demanding one. Its success relies on factors which may not be present for all children faced

with the necessity of mainstreaming--firm family support and understanding, cooperative school personnel, above-average intelligence, and psychological strength. The child who is totally blind or nearly so faces, of course, the greatest challenge, and Lynne spends some hours each day with the student who is just learning braille, though recognizing that many itinerant teachers do not afford this degree of stimulus and supervision. Fully cognizant of this problem and of the other specific needs of visually impaired children, Lynn feels that resource rooms are necessities for many students. She also knows how important it is for the child who may be the only visually impaired student in his district to have experiences with others having similar problems. She addresses this need by locating summer camps for the blind and, for the older children, ski trips and other sporting events.

The main reaction of the audience following these presentations was that workshop scheduling had, unfortunately, diluted this group which would otherwise have benefited from the discussion, since many parents and teachers had two other possibilities at the same time. It was strongly suggested that the panel repeat next year so that more parents and teachers could hear the discussion and participate in it.

CTEVH LIFE MEMBERS

Jean Alexander
Estelle R. Barsis
Barbara Berglund
Susan Bernay
Laura V. Bosworth
Carolyn Card
Jane Corcoran
Anna May Cronin
Maxine Dorf
Betty Sweet Epstein
Evelyn Falk
Paul Furnas

Lillian S. Gardner
William Gerrey
Georgia Griffith
Alice Harwood
Ruth Hughes
Lavon Johnson
Russell M. Kirbey
Rose Kelber
Blossom Kerman
Bernard M. Krebs
Bettye Krolick
Lynne M. Laird

Mabelle McMahon
Alice Mann
Diane Meyer
Dorothy Misbach
Leah Morris
Miriam Nelson
Evelyn Olgiati
Dr. Stanley Olivier
Estelle Palm
Lila Queen
Mrs. Chas. D. Redfield
Anthony T. Rossi
Barbara Blatt Rubin

Norma L. Schechter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Sophie Silfen
Richard Simonton
Fred L. Sinclair
Mr. and Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Anna E. Wiesman
Billie Anna Zieke

CTEVH PAST PRESIDENTS

1957-59 BETTY BRUDNO
1959-61 IRENE HAWKINSON
1961-63 HELEN PATILLO
1963-65 CLAIRE KIRKPATRICK
1965-67 ETHEL SCHUMAN
1966-69 ROSE KELBER
1969-71 ELIZABETH SCHRIEFER
1971-73 CAROLYN CARD
1973-75 JANE O'CONNOR VERHAGE
1975-77 FRED L. SINCLAIR
1977-79 JOYCE VAN TUYL
1978-80 BILL BRIGGS
1980-82 CATHY ROTHHAUPT
1982-84 LEAH MORRIS
1984-86 ROBERT DODGE

PAST EDITORS

THE CALIFORNIA TRANSCRIBER

1959-63 BETTY BRUDNO
1964 ETHEL SCHUMAN
KATHERYN ALLEN
1965-69 RUTH S. LOWY
1970-75 NORMA L. SCHECTER

SPECIAL RECOGNITION

1985 BOB DASTEEL
1987 BETTY BRUDNO
ELEANOR AND JACK SCHARLIN

DISTINGUISHED MEMBER

1984 FRED L. SINCLAIR

CTEVH CERTIFICATES OF APPRECIATION

1974 VOLUNTEERS OF YACAVILLE
BRAILLE INSTITUTE OF AMERICA
1975 ESTER FOX
MARIE ERICH
1976 NORMA L. SCHECTER
1977 BOB DASTEEL
DONN SPENCER
1978 MARY DEGARMO
BETTY BRUDNO
EVELYN OLGATI
1979 RUTH S. LOWY
1980 ETHEL SCHUMAN
DIANE MEYER
1981 CARL LAPPIN
1982 BARBARA BLATT RUBIN
BILL BRIGGS
MICHAEL LANDON
1983 AIKIN CONNOR
CAROLYN "CHRIS" MACKEY
1984 BERNARD KREBS
JANE O'CONNOR VERHAGE
1985 SYLVIA CASSEL
ELIZABETH C. SMITH
1986 SALLY MANGOLD
ELIZABETH SCHRIEFER
JOYCE VAN TUYL
1987 JOHN FLORES
ELINOR SAVAGE

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Make Check Payable to CTEVH

Annual Dues: \$8.00 (U.S. Funds) New ☐ Renewal ☐ Life Membership (\$150.00) ☐
Katie N. Sibert Memorial Scholarship Fund ☐ \$_____.

NAME: _____

ADDRESS _____
(street) (city) (state) (zip)

☐ Check if this is a change of address.

Do you consider yourself primarily (circle one, only): a transcriber, an educator or
other (specify) _____

If visually handicapped, do you want CTEVH
publications in braille ☐? On tape ☐?

CTEVH MEMBERSHIP CHAIR
LILLIAN S. GARDNER
741 N. VERMONT
LOS ANGELES, CA 90029

**CONTRIBUTIONS TO THE
CTEVH GIFTS AND TRIBUTES FUND**

will be used to improve services to the visually impaired.
Make checks payable to CTEVH and mail them to:

**CTEVH GIFTS AND TRIBUTES
152 HAMILTON CT.
LOS ALTOS, CA 94022**

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT MEMORIAL SCHOLARSHIP FUND

ALL CONTRIBUTIONS TO CTEVH ARE TAX-DEDUCTIBLE

EXECUTIVE BOARD 1986-87

President: JANE CORCORAN 400 Old La Honda Rd., Woodside 94062
Vice-President: C. ROBERT CALHOUN 3401 Clairemont Dr., San Diego, 92117
Secretary: LYNNE LANEY-MILO P.O. Box 995, Georgetown 95634
Treasurer: DONNA COFFEE 2926 Cornell, Visalia 93277

BOARD OF DIRECTORS

JEAN ADAMS 152 Hamilton Ct., Los Altos 94022
ROBERT ELFORD 4097 39th Ave., Oakland 94619
LIL GARDNER 7046 Park Manor Ave., North Hollywood 91605
LAVON JOHNSON 4719 Crestwood Way, Sacramento 95822
ROSE KELBER 538 W. El Morado Ct., Ontario 91762
ANN KELT 514 Freya Way, Pleasant Hill 94523
LYNNE LAIRD 2909 Forest Ave., Berkeley, 94705
JOAN S. LEVY 339 Loma Media Rd., Santa Barbara 93103
CAROL MORRISON 3734 Canfield Ave. #338, Los Angeles 90034
MAUREEN REARDON 3601 Curtiss St., San Mateo 94403
SUSAN REILLY 3549-130 Castle Glen Dr., San Diego, 92123
FRANK RYAN 415 So. Oakland #8, Pasadena 91101
MARIAN WICKHAM 1027 Gilman Dr., Colma 94015
BILLIE ANNA ZIEKE 2115 W. Judith Lane, Anaheim 92804
FRED L. SINCLAIR (ex officio) 721 Capitol Mall, Sacramento 95814
AIKIN CONNOR (ex officio) 721 Capitol Mall, Sacramento 95814

CTEVH SPECIALISTS

* BRAILLE *

Computer Assisted: SUE REILLY (619) 274-9822
(South) 3401 Clairemont Dr., San Diego 92117
(North) DIANN & KEN SMITH (415) 968-7595
1900 Orange Tree Lane, Mountain View 94040
Computer Notation ELINOR SAVAGE (619) 328-8003
350 Andorra Way, Cathedral City 92234
Literary: NORMA L. SCHECTER (714) 536-9666
8432 Northport Dr., Huntington Beach 92646
ELIZABETH SCHRIEFER (916) 486-9242
751 El Encino Ave., Sacramento 95864
Mathematics JOYCE VAN TUYL (206) 282-8358
3520 28th Ave., West, #402, Seattle, WA 98199
Tactile Illustration: JANE CORCORAN (415) 851-2122
400 Old La Honda Rd., Woodside 94062
Textbook Format: BILLIE ANNA ZIEKE (714) 776-6754
2115 W. Judith Lane, Anaheim 92804

* COMPUTER TECHNOLOGY *

FRANCIS DANIELS (213) 663-1111
741 N. Vermont, Los Angeles 90029

* LARGE TYPE AND ENLARGED DRAWING *

MARIAN WICKHAM (415) 588-1073
1027 Gilman Dr., Colma 94015
SUE REILLY (COMPUTER ASSISTED) (619) 274-9822

* RECORDING *

LESLIE BURKHARDT (213) 663-1111
741 N. Vermont, Los Angeles 90029

Awards Chairperson: JOAN S. LEVY

Historian: MAUREEN REARDON

Membership: LIL GARDNER

THE CALIFORNIA TRANSCRIBER
California Transcribers and Educators
of the Visually Handicapped, Inc.
Editorial Office: 721 Capitol Mall
Sacramento, CA 95814

Non-Profit
Organization
U.S. Postage
PAID
Sacramento, CA
Permit #2627

MS MARY MAIE RICHARDSON
15 W 16TH ST
NEW YORK NY 10011

MOVING? PLEASE LET US KNOW!

The California Transcriber

Summer 1988



The official publication of the
California Transcribers and Educators of the Visually Handicapped, Inc.

HONORS

Library of Congress Certifications

Literary Braille

Caroline Anderson
Peggie Fitz-Gibbon
Virginia S. Guilford
Daniel S. Keller
Betty Langdon
Mary Lou Martin
Michael J. Moon
Diane Yoshiye Nagatani
Emily Nisbet
Robert Otis Whipkey
Anne S. Yale

Tiburon
Menlo Park
Inglewood
Davis
Greenbrae
Moraga
Santa Barbara
Los Angeles
Sacramento
Eureka
Long Beach

Mathematics Braille

Jacquelyn K. Walker
Virginia M. McDonald

Lindsay
Sacramento

Congratulations to Maureen Reardon on her
graduation from
Santa Clara University School of Law

Editor:

Associate Editors:

Typing and Layout:

Braille Transcription:

Braille Duplication:

Tape Recording & Duplication:

Mailing:

Printer:

Sue Reilly
Jane Corcoran
Julie Cormier
Fred Sinclair
Sue Reilly
Doris Pontac
(Embossing by CompuBraille, Inc.)
Volunteers of Soledad
Volunteers of Vacaville
Chris Waters' class, Clairemont High, San Diego
San Diego Unified School District

© 1988 by California Transcribers and Educators of the Visually Handicapped, Inc. All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for **THE CALIFORNIA TRANSCRIBER** and all other CTEVH Publications is:

Sue Reilly, Editor
CTEVH Publications
Whittier Center Room 1
3401 Clairemont Drive
San Diego, CA 92117

The California Transcriber

Summer, 1988

Volume XXXII, N° 1

Table of Contents

Inside Story

President's Message	Bob Calhoun.....	1
Past President's Message	Jane Corcoran.....	2
In Memoriam	Dot McMahon, Ruth Harris.....	2
CTEVH Certificate of Appreciation		
Ken and Diann Smith	Joyce Van Tuyl.....	3
Conference '89: Leading the Way		
In San Jose	Burt Boyer.....	4

Our Specialists Say

Reading Between the Words	Leslie Burkhardt.....	6
Large Type	Marian Wickham.....	8
Computer Corner	Diann & Ken Smith.....	9
Abbreviations	Betty Schrieffer.....	10
Literary Braille Potpourri	Norma Schecter.....	11
Textbook Format	Billie Anna Zieke.....	14
Measurements	Jane M. Corcoran.....	17
Computer Braille Notation	Elinor Savage.....	18
Mathematics Braille	Joyce VanTuyl.....	20
Computerized Large Print	Sue Reilly.....	21

Generally Speaking

Microbraille	LouElla & Norman Blessum.....	22
The Marketplace	Tom Chewning.....	23
Let's Share Resources	Norma Schecter.....	23
International File	Norma Schecter.....	24

Sacramento File

News from CDHS	Dr. Aikin Connor.....	25
----------------	-----------------------	----

Conference 1988 — Joining Hands to Make A Difference

Conference Summary	Jane Vogel.....	27
Do I Want To Transcribe on A Computer? #311	Diann & Ken Smith.....	31
Meeting the Needs of Gifted VI Students #304	Ruth E. Anderson.....	32
Problems in Computer Notation #211	Priscilla Harris.....	35
Working With VI Infants & Their Parents #103	Deborah Chen, Ph.D.....	36
Basic Braille Music #209	Georgia Griffith.....	37

Notes from the editor:

This issue marks my first as the new editor of the *TCT*. I am excited about this new challenge. The look is changing a bit, and as I learn more about desktop publishing and more about *TCT* editing, it may evolve still further. I am relying on the guidance and assistance of many able associates to make this a truly cooperative effort. I appreciate your comments and solicit your input.

I would like to recognize and thank Aikin Connor for all his hard work as Editor. His efforts have helped to make this publication highly valued, informative and respected in the field. I will continue to seek his advice and expertise.

I apologize for the lack of *News of Groups* in this issue. You are not forgotten. The next issue will be pulled together intact and on time!

Aue Feilly

Gifts and Tributes

Contributors to the Katie Sibert Fund

Dorothy Mishbach

Leah Morris (*in honor of Fred Sinclair*)

Robert Elford

Charles Boyer

Donna Coffee

Lynnda Biek

Phyllis Rickson

Florence Johnston

Jane Bente

Catherine Rothhaupt

Lillian Gardner

Fred Sinclair (*in memory of Betty Smith*)

In Memory of Carol James Shirley

Fred Sinclair

Dorothy Joe

Nancy Chu

Ron Burke

Seferina Thompson

Norm Burnside

Contributions to the CTEVH Gifts and Tributes Fund

will be used to improve services to the visually impaired.

Make checks payable to CTEVH and mail them to:

CTEVH Gifts and Tributes

152 Hamilton Ct.

Los Altos, CA 94022

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT MEMORIAL SCHOLARSHIP FUND

All contributions to CTEVH are tax deductible

Inside Story

A Message from the President

If you were fortunate enough to attend the Conference in Irvine, you certainly recognize the outstanding work that was done by Chairperson Jane Vogel and the Conference Committee. Some reports will be found in this issue; however, actual attendance at the conference gives us the needed emotional impact.

A member told me about an individual who attended CTEVH for the first time. This person participated in the workshops, enjoyed the general sessions, and communicated with new friends and colleagues. This person also said how helpful the conference had been for her. I hope each of us played a part in making a successful first experience for this person as well as those others who attended for the first time. It could well be that one of that group will be president of CTEVH in the year 2000!

This year we must move on and work to put to use the information and the emotional strength that being together brings us. We must try to make this year as dynamic as possible for students and others, and move toward common goals with those working jointly with this organization.

CTEVH has completed 29 years! Problems have been identified, problems have been solved, and new problems have surfaced. The need for CTEVH is certainly ongoing; we must continue to determine what the next moves will be, for in addition, we must look to the future development of CTEVH. As some members ultimately leave and become inactive, there must be

replacements full of vim, vigor and whatever else it takes!

You may recall at the general session, Patrick Campbell, Director of Special Education, California State Department of Education, remarked that I was appointed chairman of the state subcommittee for visually handicapped in the least restrictive environment. Other VH subcommittee members are: Burt Boyer, Sandra Curry, Gail Forrest (parent), Phil Hatlen, Jack Hazekamp, Susan Reilly (transcriber), Fred Sinclair, and Jane Vogel. Dr. Ian Pumpian of San Diego State University is the general chairman of the Least Restrictive Environment Task Force.

The tasks of the subcommittee will be to determine (1) how to provide service to pupils who are appropriately placed in a school district and (2) what is needed in terms of support to fill the gap of service that would enable a VH child to attend his neighborhood school. It is recognized that there are some cases when this is not possible. The intent is to make recommendations to eliminate barriers to the education of students. The committee will also be identifying school programs that are doing well in specific areas of endeavor. These schools may serve as models or resources on ways to accomplish a specific service.

I'm really proud of CTEVH and the way transcribers and educators have developed a powerful working relationship over the last 29 years. I'm proud to be president of CTEVH and promise that — working with the Board — everything in our power will be done to make our organization responsive to its commission.

Bob Lathaur

Past President's Message

It was a great honor to have been chosen to serve as CTEVH President for the past two years. The work of the organization, however, is done by your Board of Directors. To them I give my grateful thanks for their hard work and support. To the outgoing Board members, Robert Elford, Lillian Gardner, and Lynne Laney-Milo, I will express the thanks of all of us for their six years of service.

*Jane Concoran,
Past President.*

In Memoriam

MABELLE "DOT" McMAHON

During her long and busy life, Dot McMahon learned braille when she lived in Leisure World; became an active member of Laguna Hills Transcribers and served as their Treasurer for a number of years. When major needs arose, such as purchasing a large number of new brailers for their classes, she spent a great deal of her own money instead of the Guild's. Dot's generosity extended to the establishment of a Scholarship Fund through neighboring Beach Cities Braille Guild, which provided music lessons for a number of blind students over the years. Her gifts to Braille Institute were more than monetary — she was one of their volunteers also, and she always took the entire proofreading staff out to lunch when she spent the day there. A deaf-blind lady in Laguna Hills was also one of Dot's regular recipients of loving help and companionship. And of course she was one of the

earliest CTEVH Life Members.

Mabelle "Dot" McMahon is remembered with much affection by all who came in contact with her.

RUTH HARRIS

Mrs. Harris, a co-founder of the Braille Service Guild of West Los Angeles, passed away in February, 1988. She was active in CTEVH and devoted over 30 years to transcribing for blind students and adults.

Contributions may be sent to the The Ruth Harris Memorial Foundation, c/o Ilona Jo Katz, 2209 Pearl Street, Santa Monica, CA 90405. Any further questions or additional information may be directed to Ilona Jo Katz at 213-450-3313.

CTEVH Certificate of Appreciation

As the ad says, "double your pleasure"! I have had the double pleasure of giving and receiving the CTEVH certificate of appreciation in prior years; today I will have another double pleasure in that department.

Our recipients are an affable and accomplished pair; they are bright and big-hearted.

You will recall many years ago, when introducing the Provisional Computer Code, I threatened to drag you kicking and screaming into the twentieth century. Well, our honorees have coaxed and cajoled us into using computers. When we need assistance, we can decidedly depend on their enthusiastic encouragement, delivered in a friendly, forthright, gracious and generous manner. They are hospitable, helpful, innovative and inspiring. Jane and Joyce, among many others, have benefitted from their "first aid" — sometimes late at night when "the printer won't work!" They're over in a flash!

Knowledge and kindness characterize their loving largesse, given magnanimously, so we can utilize our microcomputers to their full potential. Never have we needed to call them more than once; over and over they have patiently and painstakingly explained the intricacies of disk drives, programs and the like to us, answering our many questions with their quiet, reliable responses.

Basically, our honorees are very shy people; nevertheless, they share their expertise with us — traveling, teaching, understanding our uneasiness and helping us to victory, making our fear of high-tech vanish! Willingly, they lead workshops, xeroxing extensive handouts with step-by-step instructions to help transcribers load and use braille pro-

grams. You — young and old alike — from Zenith to Zanesville — have learned from them and will continue to profit from their many contributions to CTEVH and its members.

It has truly been said that if you want to browse undisturbed in a computer store, it is an advantage to be female and gray-haired. But beware of stereotypes, ye salesmen — the times they are a-changin'! I can best summarize these changes in this way:

My Smith-Corona gives me fits
My car's a mystery
But I can talk of bytes and bits
And K's of memory!

A riddle is my microwave
I can't sew worth a damn
But hear me prate of boot and save
And brag of ROM and RAM!

A Cuisinart is not my style
And I'll leave bridge to you
But I'll discuss my umpteenth file
And prescribe RS-232!

A mountain slope's for you to risk
Tax forms eat me alive
But I'll tell you of my back-up disk
And applaud a dual drive!

How came I to eschew the trends
Of life's traditional plan?
The answer lies with our great friends
The Smiths — Ken and Diann!

— Joyce Van Tuyl

Conference '89 Leading The Way In San Jose

It is time to make your plans to attend the 30th Annual CTEVH Conference on March 30, 31, and April 1, 1989. The theme for the Conference is "Leading the Way in San Jose." We have the leadership, resources, and expertise to make this a great conference. Make your plans early, and let's continue to join hands to make a difference!

The magnificent Red Lion Inn in San Jose is where the Conference will be held. The Red Lion Inn is right next to the San Jose Municipal Airport, and just off Highway 101 for those driving. There are 515 spacious, luxurious guest rooms and suites available, and over 30,000 square feet of meeting space. Guests can enjoy a complete range of amenities including a California style swimming pool, gift shop, laundry and valet service, beauty salon, room service, car rental, free parking, and free airport courtesy car service. For time spent away from the conference, the San Jose area has great attractions: Great America Theme Park, Marine World Africa U.S.A., Winchester Mystery House, the Rosicrucian Museum and Planetarium, and the Municipal Rose Gardens. And with several wineries in the area, tours and tastings are very popular. Public transportation is very accessible to the Red Lion Inn.

Planning is well underway for the conference, and several individuals have agreed to chair various committees. Transcribers, educators, instructional aides and paraprofessionals, parents, and volunteers will be working together to carry to the theme of this conference. Additional information about the various committees will appear in the Fall edition of *The California Transcriber*.

The Conference is for everyone: transcribers, educators, instructional aides and paraprofessionals, parents, volunteers, and anyone else interested in participating. NOW is the time to make a decision about being a presenter. **The deadline for papers is September 19, 1988.** It is important to share what you are doing with everyone involved in educating visually impaired children so that we can learn from each other.

IMPORTANT: Priority will be given to presenters who tie their presentation to the theme, "Leading the Way in San Jose." Please complete the form on the next page if you wish to participate as a presenter. Dr. Sharon Sacks is the Program Chairperson and the form should be mailed to her at 1109 Wisteria, Fremont, CA 94539.

Conference '89
Leading the Way in San Jose

Workshop Proposal Form

Title of Presentation/Workshop: _____

Name of Proposer: _____

Position/Title: _____

Address: _____

Agency/Affiliation (School District, etc.): _____

Business Phone: _____ Home Phone: _____

Type of Presentation:

_____ Workshop _____ Panel Presentation _____ Single Presentation

Summary of the Proposed Presentation:

Attach one copy of a brief (200-500 words) of the proposed presentation to this form. If applicable, indicate other participants on the program and their roles. Include the following information for each: Name, affiliation, address, program role.

(Retain a copy of this proposal form and presentation summary for your records.)

The deadline for papers is September 19, 1988.

Return to:
Dr. Sharon Sacks
1109 Wisteria
Fremont, CA 94539

Our Specialists Say

Reading Between the Words: Phrasing and Emphasis in Oral Transcription

The recorded words are: I HEARD YOU TELL HIM. Each word is correctly pronounced. Each consonant and vowel is carefully enunciated. The phrase is read at a volume that is easily heard. The delivery, in short, is impeccable. Right? Not necessarily! Through improper phrasing or emphasis, the meaning of the words may be obscured or completely altered.

To demonstrate how phrasing and emphasis can affect meaning, read the words below out loud. Insert pauses at the dashes. Read boldface print more loudly than lightface print. Listen for the meaning conveyed by each reading:

1. I heard — you tell him
2. I heard you — tell him
3. I heard you tell him

Notice that meaning is significantly altered each time the arbitrarily chosen phrasing and emphasis is changed.

But how is one to decide which combination of phrasing and emphasis accurately conveys the intended meaning of printed text? Cues within the text guide the recording transcriber in the proper choice of phrasing and emphasis. Punctuation is one of the most important of these cues. The context in which words are used also influences the transcription. The format of the printed book (e.g., boldface print and spacing) conveys meaning, too. These three cues help the recording transcriber to "read between the words" for meaning and clarity.

Punctuation is the first key to unlock the meaning of printed text. By definition,

punctuation clarifies meaning. It indicates proper placement of pauses and stressed words. In the group of words we've been working with, periods are added to impart meaning:

1. I heard. You tell him.
2. I heard you. Tell him.
3. I heard you tell him.

The periods are transcribed as pauses to create units of meaning for the reader.

Other punctuation marks should be similarly translated by the recording transcriber.

A comma, for instance, which is used to indicate a pause within a sentence, would not be as long as a full sentence stop. A semi-colon, used to separate independent clauses in a compound sentence, could have a longer pause than a comma, but shorter than a period. Parentheses, used to denote a departure within a sentence, could be expressed by de-emphasising the enclosed words through softer volume and lower pitch. In actual context, punctuation is not as simplistically transcribed as the above examples. These examples demonstrate, though, that punctuation marks need to be understood to be effectively converted into the aural medium.

The context in which words are used also affects phrasing and emphasis. In an unpunctuated phrase like, "I love you", the overall meaning of the surrounding text may be the only clue to accurate oral presentation. For example, the surrounding text in a print book indicates that:

1. We've been dating for five years, and I

I LOVE you
(with emphasis on the verb "love")

- I love YOU

- I love you

- I — LOVE you

Format also transmits phrasing and emphasis cues to the transcriber. Boldface print, underscoring, and italics, for instance, might indicate a need for greater emphasis. Paragraph indentations or spacing placed before and after a sub-heading are transcribed as pauses. The formatting example below shows some effective, and not so effective, ways to transcribe:

Nature should be avoided in such vague expressions

2. This next transcriber verbalizes format cues instead of conveying them through phrasing and emphasis. In this recording, the separate thoughts will run together, and additionally, the text will be cluttered with lots of extraneous verbal cues:

"The main word in boldface print is 'Most'. Not to be used for almost (which is in italics) in formal composition. Four phrases are listed here: The first phrase on the left is 'most everybody' and corresponds to the phrase on its right: 'almost everybody'. The third phrase, below the first phrase on the left is 'most all the time' which corresponds to the phrase on its right: 'almost all the time'. That completes that section. Now there's another word in boldface print: 'Nature' ..."

The above examples may seem extreme to recording transcribers, but I'll wager that the folks who are listening to this article on tape have probably struggled through these types of transcriptions more than once before.

3. This final transcription presents format cues as subtly as cues are used in the print book. Pauses indicate spacing; longer pauses indicate wider spaces. Boldface print and italics are emphasized to set them apart from the rest of the text:

"**MOST**. Not to be used for **ALMOST** in formal composition. — **MOST EVERY-**

BODY — ALMOST EVERYBODY — MOST ALL THE TIME — ALMOST ALL THE TIME — NATURE. Often simply redundant, used like **CHARACTER**. — **ACTS OF A HOSTILE NATURE — HOSTILE ACTS — NATURE** should be avoided in such vague expressions ..."

Though format cues sometimes need verbalization to preserve clarity, well-defined phrasing and emphasis, in many cases, is just as accurate, and much less distracting to the reader.

If done correctly, transcribing from the print to aural medium is a complex job. Learning to "read between the words" is only one small facet of the process. Many different skills must be learned and then continually reinforced to achieve an accurate, natural delivery. As Alexander Scourby demonstrated throughout his distinguished career as narrator of Talking Books, the smoothest, most effortless-sounding transcriptions are, in actual fact, dissected, analyzed and practices again and again.

Leslie Burkhardt
CTEVH Recording Specialist

Large Type

For many years the R. R. Bowker Company has published directories of all publications, listed by title, author, and subject. Now there is a new listing: **THE COMPLETE DIRECTORY OF LARGE PRINT BOOKS AND SERIALS 1988**. Publications are listed by subject, author, and title. There is also a General Reading Subject Index listing contemporary subjects — health and fitness, romance, cooking, mystery and suspense. Each entry gives point size of print and size of volume. The ISBN number is given so that editions may be determined. Paperback and hard-bound prices are given. Information is

available from R. R. Bowker Company, Order Department, P.O. Box 762, New York, NY 10011.

Because I have retired from the public schools and do not have access to their mailings, I would appreciate receiving articles concerning copiers, publications, or drawings which would be helpful to teachers or transcribers preparing materials in large type.

Marian Wickham
CTEVH Large Type and Enlarged Drawings Specialist

Elizabeth Schriefer's article in the Fall TCT entitled "We Need You All" was a sorely needed look at the problems arising as a result of the new wave of computer technology in braille production. Her article impressed us greatly and should inspire a more open discussion of the challenges that always arise with change.

Obviously, if the braille reader receives accurately transcribed material, it matters not what mechanism was used — whether hand-transcribed by slate and stylus or produced by a typist with no knowledge of braille using a computer and a translation program.

Are there any advantages to computer-assisted braille, except for those touted (interminably sometimes) by the computerniks, which make the transcriber's life an easier one? Does the reader care?

Well, yes. Readers benefit by the absence of erasures, which inevitably pop up after several thermoformings. Virtually all readers prefer paper to plastic and the cost of paper is far less than that of plastic, although current prices charged may be the same in order to standardize prices. The ability to duplicate masters on disks cheaply and quickly makes it imperative to transcribe on disk lengthy reference books such as *Rogert's Thesaurus of the English Language in Dictionary Form* which was destroyed in the Great Fire of '83 in Los Altos.

We also seem to be hearing more horror stories of volumes of braille which have been lost or misplaced in the postal system. This is NO problem using computer disks; a duplicate copy can be made easily.

However, as any educator or braille reader will testify, there is a great need for individual and one-of-a-kind transcriptions which do not require computer back-up masters. Frequently, students need only portions of a book for an upcoming class but cannot wait for it to go through the slowly-grinding wheels needed to produce the book in its entirety. Certainly the NBA's Reader-Transcriber Registry is one of its most cherished services by readers who want an individual transcription.

As our reserve of volunteers continues to dwindle, we must unite in our efforts to utilize all methods of braille production.

***** WARNING ***** The Apple IIs computer cannot be used with the Stepp ED-IT program, nor for six-key braille input on the RDC BEX program.

Its keyboard recognizes only one key pressed at a time.

Diann and Ken Smith

CTEVH Computer-Assisted Braille Co-Specialists (Northern California)

Abbreviations

I have recently had some questions regarding abbreviations (and also noted some errors in writing them while doing some proofreading). It's very easy to become sloppy in writing them — and ignoring the actual spacing that has been used by the author. The rules are quite specific concerning these.

Abbreviations commonly used in inkprint should be used in braille, and may be written with or without the period, in accordance with the inkprint copy. However, the spacing is not always the same as the inkprint. The ones that are obvious are: e.g., M.A., Mr. or Mrs.

The initials of a person's name are generally written with a space between: M. E. Brown. These initials may be divided at the end of a braille line. However, if a person wishes his initials to be written close together and they appear that way in inkprint, they must be brailled unspaced AND on the same line: HST, G.B.S. for example.

An abbreviation written in full capitals, without periods, should be preceded by the double capital sign. Neither the letter sign nor contractions should be used. (Contractions are not used because each letter represents a different abbreviated word.) Examples: NOW (National Organization of Women), WHO (World Health Organization), VISTA (Volunteers In Service To America).

Where periods are used in abbreviations in inkprint, each letter must be preceded by a capital sign and followed by a period, and the entire abbreviation should be brailled on one line without a space between the letters. Examples: U.S.A., U.S.S.R.

The exception to this rule applies to the uncapitalized letters of an abbreviation.

They should be contracted. Remember, the effect of the capital sign is terminated by the use of the contraction. Examples: AFofL, ATandT, A&P.

Postal districts also should be written unspaced and on the same line. SW2, S.W.2.

In brailing telephone numbers, you cannot use contractions in the letters of the Exchange and the key number must be followed by a hyphen. A phone number should be written unspaced on one line. CH6-2300.

I know, we're all busy assimilating the new rule changes, but let's not forget (or ignore) the old ones we've been using for years. There can be long periods of time when we do not use the abbreviations, but let's not get overconfident and assume we remember how to braille a simple abbreviation if we're "just a bit" unsure.

Betty Schriefer
CTEVH Literary Braille Specialist

The Glitch-Witch Oops'd Again

My French professor would never forgive me if I didn't apologize for the absence of proper French accents on page 107 of the Winter 1987 TCT in:

... comment ça va? ...Très bien ...

compléter ... je suis très

Multiple Hushes

Ann Kelt again found an interesting print irregularity worth discussing. What do you do when the print repeats letters in a hush? We all know you can't use the sh-sign in Sh! — but what about:

Shhhh! Ssssh! Ssshhhh! ???

In each of these instances, the sh-sign can be used:

Shhhh! Ssssh! Ssshhhh!

They look a bit funny in the braille, but they also look a bit funny in the print. So long as the "sh" cannot be mis-read as the whole-word "shall" it's OK to use it. (We first encountered this about 15 years ago, and both the Braille Institute proofreaders and Maxine Dorf concurred in it.)

The same logic would extend to Snoopy, the beagle in the Peanuts cartoon, when he says:

"Aarggh!" or "Ar/gh!"

Parentheses Don't Always Come In Sets

Joyce Van Tuyl wrote last summer (just before the rule change) regarding the use or non-use of the letter sign.

The code, Rule II, Section 12.b(6), she wrote, states that the letter sign is not required before a single capitalized or uncapitalized letter when the letter is enclosed in parentheses. ... Unfortunately, in the REAL world, many authors choose to use only one parenthesis in outline listings, viz.

a)

b)

The new July 1987 Changes speak directly to this point in Section 12.b(5): The letter sign is not required when the letter in an outline or listing is followed by, or enclosed within, punctuation marks. [*Emphasis mine.*]

The simulated braille shows this point very clearly in the new changes. If you don't have your copy of them, well, tsk, tsk, get them immediately from the Library of Congress.

Norma Schechter
CTEVH Literary Braille Specialist

Braille Bank Statements: A Possible Format to Meet a Real Need

Unlike the U.K., where banks actively compete to offer better services to visually handicapped customers, California has only one bank which offers a braille bank statement, and no large-type statement. Large print can be obtained by asking the bank to use its enlarging duplicator, and all large corporations now have them. The braille service in California, our clients tell us, is most unsatisfactory. Statements arrive weeks late in poor quality braille — not Perkins-produced, but typed on IBM braille typewriters by typists who don't know braille and can't proof their work, who don't even align the decimal points and often put the dollar-sign after the number sign.

If you have braille-power available to offer this personal monthly service, here are a few suggestions.

Ask your client if capitals are necessary (omitting them saves a lot of space). Give all the information that pertains to your client: name (or initials) of bank, date of statement, account number and all transactions, including balance brought forward and closing balance. Be sure to align the decimal points in the columns.

On the following page is a sample format of a fictitious bank statement.

Lines preceded by an asterisk might be omitted if client wishes.



If the amount is zero, some clients prefer you to braille the word "none" following the line-item heading, and leave the column space blank (see example under Service charges.)

Under Electronic funds transfers etc., some clients may prefer that the withdrawals and deposits be in separate columns, in which case you'll need to add column headings.

Our clients prefer the convenience of 8-1/2 x11 paper, which makes for easy storage in a 3-ring binder. In order to get a full braille line, put the punched holes across the top of the machine, so the running head is next to the holes. Don't forget to number the pages!

If your client wishes to retain fiscal privacy, the top of the statement bearing the name and address can be deleted by the assignments chairman by using a xerox copy, rather than damaging the original print; thus the chairman is the only one who has access to the information, rather than an assortment of braillists.

This is NOT according to any rules or any code. This is only a "possible solution", as Betty Smith used to say.

Any suggestions, from transcribers and especially from their clients, will be eagerly welcomed, and shared through the pages of TCT.

Norma Schechter
CTEVH Literary Braille Specialist

1 (runninghead) Local Bank Statement, 3-19-87
 2 Checking Account 529-27-50039
 3 Next Statement: 4-20-87
 4 ---
 5 Balance forward as of 2-19-87.....466.34
 6 Total deposits/credits.....1,506.17
 7 Total checks/debits.....1,794.04
 8 Service charges: none
 9 Ending balance 178.47
 * Minimum balance on 2-24 78.18
 * Average balance 432.00

 Checks:
 1871 02-26 16.91 1879 03-04 155.00 (checks may be listed
 1872 02-07 65.36 1880 03-13 79.00 in two columns or in
 one column, per client
 preference)

 Deposits
 02-06 395.14
 03-04 270.00
 ...

 Electronic funds transfers etc.
 02-20 automatic payment.....withdwl 191.63
 02-27 treasury.....deposit 434.21
 03-05 automatic savings deposit.....withdwl 20.00

 Balance plus line of credit: summary
 Finance charge.....3.48
 * Credit line.....500.00
 * Credit available.....500.00

 Savings account 529-0087064
 Beginning balance.....322.12
 Total deposits.....20.00
 Interest paid this period.....10.00
 Total withdrawals: none
 Ending balance.....352.12
 * Interest paid this year.....18.85

Maybe it isn't true that "money makes the world go around", but we all like to know what is happening with our own money, and we all need to be able to keep track of it. Let's hear from any of you who are using braille bank statements.

Norma Schechter
 CTEVH Literary Braille Specialist

Guidelines Must be Followed: The usages set forth in the Code of Braille Textbook Formats and Techniques, 1977 with revisions should be considered as GUIDELINES. However, the braille symbols, and their rules of usage, presented in this code **MUST** be employed wherever they are required. In other words, where the code speaks to a point you must follow the code. **you may not use an idea that you think up** or use a symbol from one section and put it in another. In braille *yr* stands for your — you wouldn't think to use *yr* to mean *year*; this would be breaking the rules of the parent code, Literary Braille. Therefore, when the TBF gives you directions **they must be followed**. We, as individuals, do not have the right to change the code.

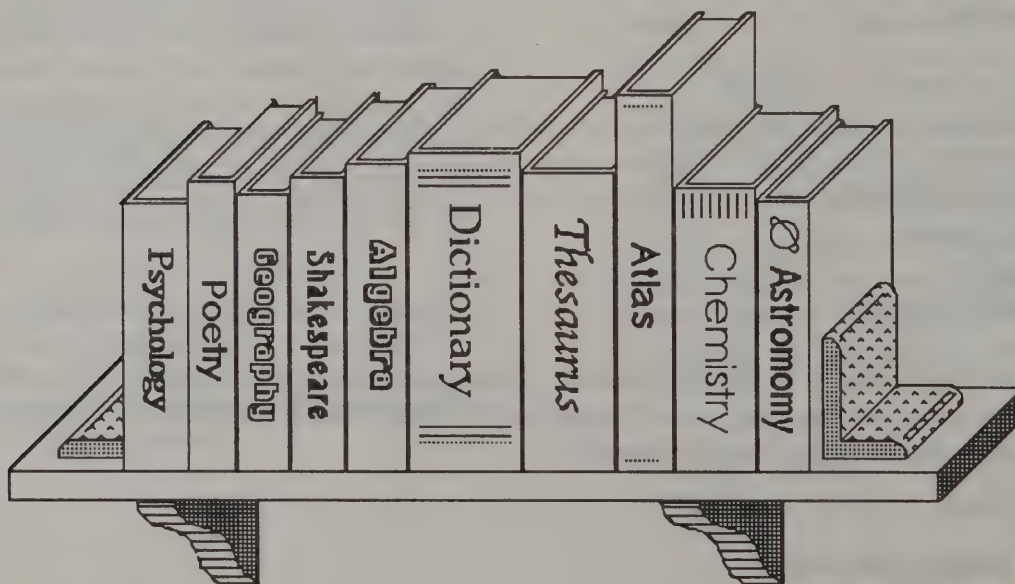
Letter Sign Use on Title Page: Textbook title pages are an exception at this time (4/88). Look at sample mark A. The letter sign after the hyphen is not necessary on the title page when it is used

in this context Braille pages p1-p3. Context tells the reader what the "p" represents.

SBN or ISBN: Initials for Standard Book Number or International Standard Book Number. This identification number, found on the copyright page, is to be added to the braille title page. See sample mark B. Add the following statement to your TBF under Rule II Sec. 6. Title Pages, page 5:

The Book Number (ISBN or SBN) uniquely identifies a particular book to which it is assigned and it usually appears on the copyright page. This number must be placed on the title page of each braille volume immediately after the copyright information (could be on the same line). Follow print copy for words or letters which follow the number.

Billie Anna Zieke
CTEVH Textbook Format Specialist



TEXTBOOK FORMAT TITLE PAGE

ALL CREATURES GREAT AND SMALL

By
JAMES HERRIOT

With Permission of the Publishers
Bantam Books.
New York

Copyright 1977 by James Herriot
Also copyright 1972
All Rights Reserved
ISBN 0-0000-0000-0

→B

Transcribed, 1988 by

My Name

California Transcribers for the Blind
Anytown, California

In Five Volumes

Volume II

Braille pages p1-p3 and 85-160
Print pages 96-135

→A

p#1

LITERARY TITLE PAGE

ALL CREATURES GREAT AND SMALL

By
JAMES HERRIOT

With Permission of the Publishers
Bantam Books
New York

Copyright 1977
By James Herriot

Transcribed in English Braille

By

Your Name

California Transcribers for the Blind
Anytown, California

In Five Volumes

Volume II

Pages i-ii and 96-188

Under the Sponsorship of
Anytown Unified School District
Anytown, California
1988

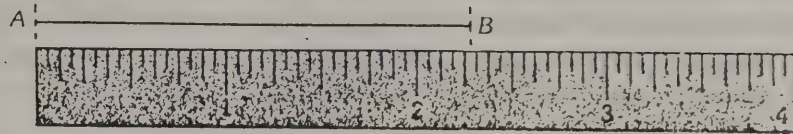
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25

→B

→A

Measurements

What is an inch? Consider the following transcription problem.



Length AB is 2 inches to the nearest inch.

$2\frac{1}{2}$ inches to the nearest $\frac{1}{2}$ inch.

$2\frac{1}{4}$ inches to the nearest $\frac{1}{4}$ inch.

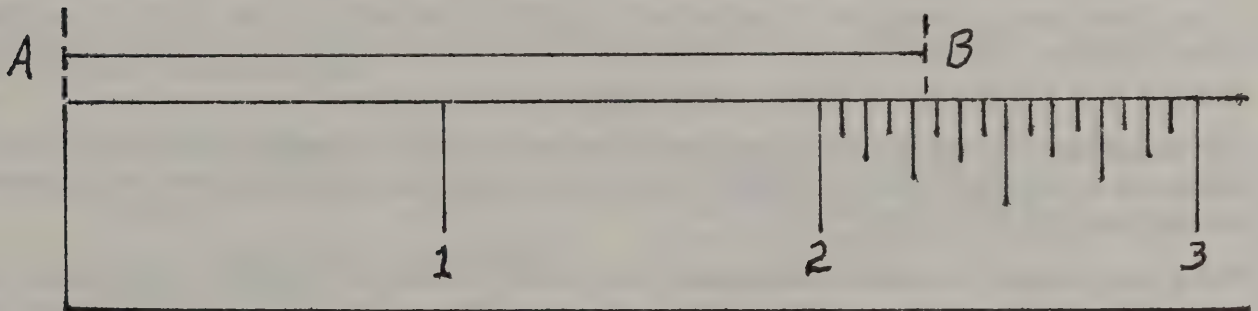
$2\frac{2}{8}$ inches to the nearest $\frac{1}{8}$ inch.

The length seems to be
halfway between $2\frac{4}{16}$ and $2\frac{5}{16}$.

We always choose the
larger measure.

→ $2\frac{5}{16}$ inches to the nearest $\frac{1}{16}$ inch.

The lesson is discussing measurements using a standard ruler marked in inches and fractions of inches. If you attempt to reproduce this directly, the scale marks for the sixteenths will not be discriminable. When embossing parallel lines, those lines should be separated by at least the distance between two braille cells. That distance happens to be $\frac{1}{8}$ inch. Therefore, in order for you to transcribe this figure so that the student can discriminate the sixteenth marks, the length must be doubled. Do not worry that your inch is not an inch. Precede your drawing with a T-note explaining that the standard inch rule has been enlarged to show detail. It is not necessary to show all of the sixteenth marks. Just do the ones between 2 inches and 3 inches. Your drawing should look something like this:



Jane M. Corcoran
CTEVH Tactile Illustration Specialist

If the computer notation in the material you are asked to transcribe is exclusively lowercase — or exclusively uppercase — you don't need to show capitalization. (Section IV in the Code). If the notation is a combination of lowercase and uppercase letters you will want to become thoroughly acquainted with the rules for the Shift, Caps Lock, and Caps Release indicators. (Page 11, in the Code). The implementation of these rules is not difficult, but there are a few pitfalls that you should be aware of.

The Caps Lock indicator carries through all symbols except the space and lowercase letters. When you have been transcribing some terms individually using the Shift Indicator, such as:

A2, B3, A-2, B-3, etc.

it is easy to overlook the fact that you need the Caps Lock indicator in strings such as:

$A_3 = A_2 - B_2$, 

$$X_2 = m(Q - B_2)$$

'A' ... 'B'

Also notice that you need the Shift indicator for X, a single uppercase letter followed by a lowercase letter.

Another construction that occurs often, but which can easily be overlooked, is something such as:

such as:

ARRAY (Number) 

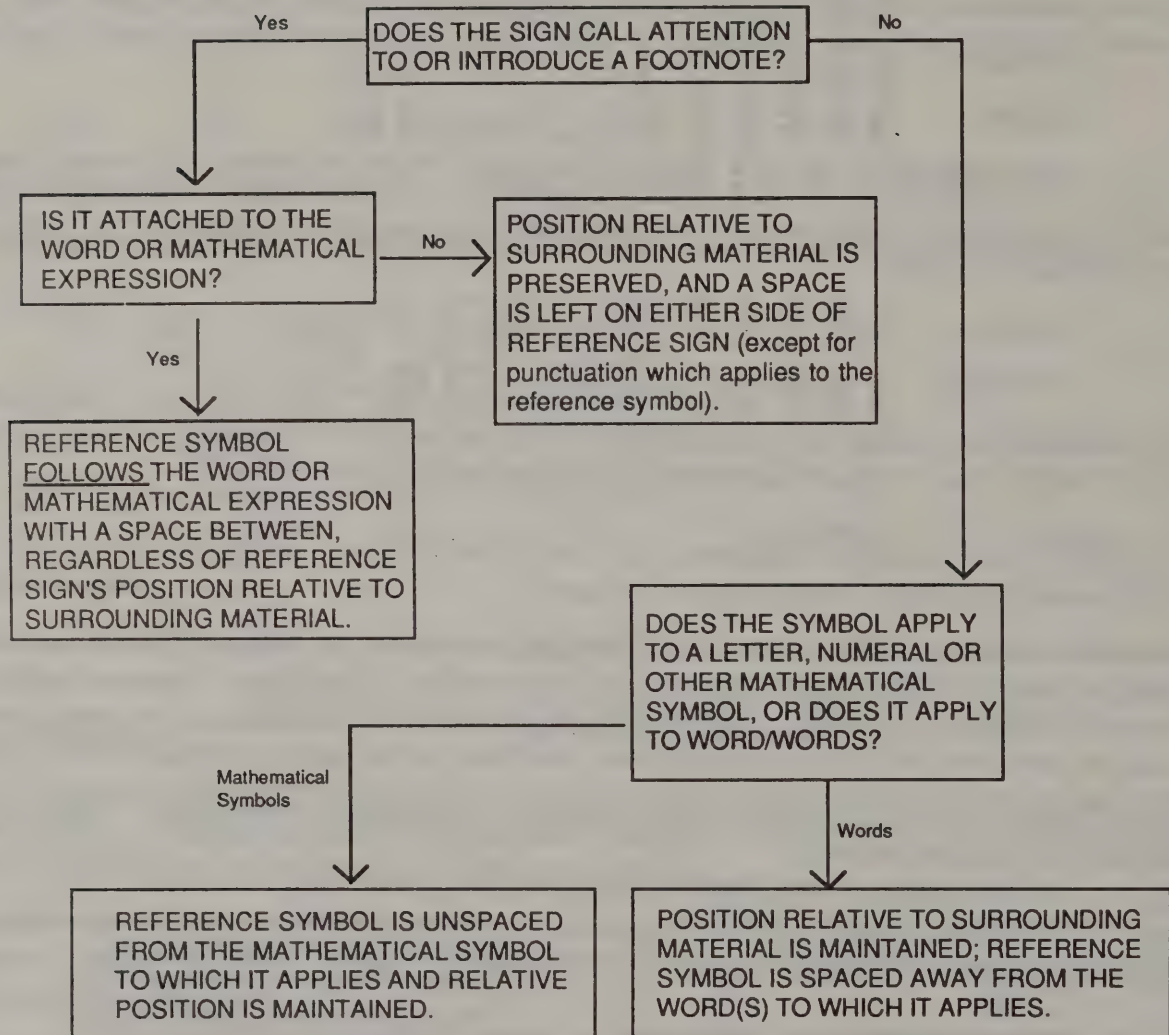
If you have been transcribing Number with the Shift indicator for the letter N, and then the above appears, it would be easy to forget that Number is now part of an extended term and that the N is the last in the string of uppercase letters.

Just remember that as long as there are no lowercase letters or spaces present, the Caps Lock indicator is required when uppercase letters follow one another, no matter how many intervening symbols there are.

The Caps Release indicator is necessary only when a string of uppercase letters is followed, without an intervening space, by lowercase letters. There may or may not be other symbols between the end of the uppercase letters and the beginning of the lowercase letters, and the Caps Release may be placed at any logical place. See examples 1-1, 3-1, 7-1 and 14-1 in the Code.

In Mathematics books reference signs and symbols are used for many purposes. The flowchart below will help you determine the correct placement and spacing for various situations.

Spacing With Reference Signs and Symbols



Refer to Rule VII of the Nemeth Code

Joyce Van Tuyt
CTEVH Mathematics Specialist

In the Fall 1987 issue of TCT we discussed generating large print with the Apple family of computers. This article will discuss how large print output can be generated inexpensively — under \$500 for the complete setup including computer and printer. (This does not include large print display.)

One printer which can be used for large print output is the STAR NX-10. This printer needs a command for enlarged printing, which can be sent by almost all word processing programs. A sample of the enlarged output is shown below.

The computer must send the command for enlarged printing, via the software, to the printer. Check your program manual for the specific command sequence.

Speedscript has been successfully used with the Commodore 64 in this manner. This software costs \$15 and is also available for the Apple II. The command that the NX-10 expects is <ESC> "h" n. Without getting too technical, these characters can be sent using Speedscript by first defining them and then using them.

Actually, any computer and any word processing program can be used, as long as the

enlarged print command can be sent. Any printer can be used as long as it has the enlarged print mode. Jack Hoefer has offered to help with problems in setting up computers and printers.

The complete cost of the C-64 computer and disk drive is now \$300. The NX-10 printer is \$145. An interface for the printer is \$36. The program is \$15. The total cost of this large print set-up is only \$496. You may find the Speedscript program and advertisements for the hardware at the prices mentioned in the Computer's Gazette magazine, available at local bookstores. Another publication with lots of ads is called the Computer Shopper. A laser printer is shown as being available for under \$1400. It pays to shop around.

I would like to thank Jack Hoefer for his assistance with this article. He can be contacted at:

5200 W. 68
Shawnee Mission, KS 66208

*Sue Reilly
CTEVH Computer-Assisted Braille and
Large Print Specialist*

This is an example of LARGE PRINT
done on a STAR NX-10 printer.

Generally Speaking

MicroBraille

I want to stress the importance of making "backup files". I have been working with the MicroBraille program for over four years, and I have always bragged that I hadn't lost a page, a file, much less a volume or a whole disk. That is, until recently.

I had an assignment of two volumes, which had been revised, and they wanted the new changes incorporated into the last version. There was much pushing of lines, re-copying files, etc. I was almost done when I called up a file to make a minor correction, and the braille page numbering was all wrong. I thought I had goofed, so I started going back from the first file to see where I had made my mistake.

After checking the first file, I saved, then loaded to go to the directory, and lo and behold every file except the one I had just saved was gone. When I went back into that file, it was blank.

Norman says my problem was caused by the way IBM BIOS (Basic Input/Output System) handles fractured files. Correcting and changing files around caused the files to be "fractured". Needless to say, since I had never had a problem before, I was overconfident, and didn't follow my own advice of making "backup" files and those two volumes were lost forever.

Now I want to tell you ways to prevent this from happening to you. (I know it has happened to some of you, and we were not able at the time to figure out what the problem was.)

The easiest way to make backup files is as you go along:

After you have finished your file and are on the last braille page, you will SAVE by hitting F4, then ENTER.

Screen shows the menu.

Look at the top line the menu to see that the proper number of braille pages have been SAVED.

Take your file disk out of Drive B and put a formatted disk (or a disk with other files on it) in Drive B.

While still at the menu, you will type "S" for SAVE.

Screen shows: SAVE TO FILE
(your filename)

Then hit ENTER.

This will SAVE your file to your backup disk.

Mark label as "backup" disk.

Put the file disk that you were working on in Drive B.

Hit "L" for LOAD, and when you have FILE TO EDIT on the screen, you will be ready to create your next file.

"Diskcopy" should only be used when you are making several copies of the same disk.

This is because "Diskcopy" copies everything on the disk, including flaws, fracture files, etc.

It is always better to use the "copy" command when you wish to copy a file, volume, or whole disk. Then it only copies each file within itself.

To copy one file:

A>copy b:<filename>.brl a:/v (then hit enter)

To copy one volume: (ex: cas-2a, 2b, etc.)

A>copy B:cas-2*.* a:/v

To copy whole disk:

A>copyb:*.* a:/v

See Manual, pages 24 and 40 (Third Edition) for complete instructions.

Lou Ella & Norman Blessum

955 Camino La Maida

Thousand Oaks, CA 91360

805-492-1003

THE MARKETPLACE

Braille paper for sale, in boxes of 1,000 sheets. Extra-high-quality paper, holds up exceptionally well under repeated readings and repeated thermoformings; erases cleanly; extra heavy weight. Only \$22 per box, or if you order at least 20 boxes, only \$20 per box. We have 79 boxes on hand. (We bought it shortly before all our most productive braillists gave up the Perkins for the computer!) To order, make checks payable to LAGUNA HILLS TRANSCRIBERS; for information, or to order, write to:

Laguna Hills Transcribers
Mr. Tom Chewning, Treasurer
375-B Avenida Castilla
Laguna Hills, CA 92653
Phone: 7143-859-0564

LET'S SHARE RESOURCES

Those who found the Winter 1987 article ("At Home in your Kitchen") helpful or interesting might wish to make further contact with Sam Genensky's organization:

Center for the Partially Sighted
720 Wilshire Boulevard, #200
Santa Monica, CA 90401
213-458-3501

Magnification

Have you ever had to transcribe something where the print was so fine you could barely see it? Slows down the transcription, and leads to misunderstood punctuation marks, misspellings, etc.

Bausch & Lomb puts out two magnification devices we have found to be most helpful: the Magna-Bar, a 6-inch plastic magnifier that enlarges just the one line of print you're looking at; and the Magna-Rule, same idea but 12 inches long, and marked off in inches and fractions of inches.

Both are obtainable in good stationery stores; if you can't find one there, try asking your local optometrist or ophthalmologist or low-vision specialist.

(I even have one to which I have glued a magnet at each end, so it will cling to my page as a place-keeper when I put a sheet of "magnetic paper" or anything containing iron or steel behind the page I'm reading. Even a piece of old-fashioned — not aluminum — window screen, stapled to a cardboard backing, will work.)

Having trouble seeing your computer screen?

Some of us who wear bifocals are getting neck-strain trying to read from text and then swivel to see the computer screen. The problem is neither focal length is right for what you're trying to do.

Solution: get a pair of glasses specifically designed for your work. Before you see the optometrist or ophthalmologist, measure the precise distance between your eyes and your print copy, and between your eyes and the computer screen. Never again will you be able to say "Braille gives me a pain in the neck!"

— Norma L. Schecter

INTERNATIONAL FILE

One of our long-time Nigerian members, Osa Joseph Eguas, was at our recent Conference, and many of you got to spend some time with him in the "VIP Corner". His attendance was made possible by a combination of a Katie Sibert Scholarship and various guild and individual donations. When he completes his studies in Kalamazoo, Michigan, and returns to Nigeria this fall, he will be setting up braille production there. He was fortunate to have as his roommate Ed Godfrey, Joyce Van Tuyl's assistant at the Washington Library for the Blind and Physically Handicapped in Seattle. He writes:

1940 Howard St. Apt. 288
Kalamazoo, MI 49008
3-30-88

Dear Norma,

I got home safely after attending your CTEVH and NBA Joint Conference in California this year.

It is my pleasure to express my heart-felt gratitude for all that you did to make my participating in the conference a reality.

My acquisition of benefits at the Conference started from the "day one" to the "last minute" it closed. I was furnished with ideas on how to begin the much needed braille transcribing in Nigeria, by participants of conference workshops, room-mate discussion, and instructors at the workshops. It is a rare opportunity I got, which I utilized fully. Thank you.

I am going to start off the braille transcribing using brailers and recorders because it will be more economical for us to manage.

Please, any time your association chooses to part or do away with some of your old stocks — like brailers, papers and thermoform sheets, etc. — we shall be grateful to receive them as aids. I am presently using my federal work-mate's address in Nigeria:

Eguas Osa J.
c/o Okuoyibo Joseph
Federal College of Education
(Special Ed.)
PMB 1089 Oyo
Oyo State - Nigeria

I hope to write you more of our progress as soon as I begin the press in Nigeria.

Best Greetings.

Yours sincerely,

Eguas Osa J.

A retrospective...

Facts on File

Registration reports as of January 5, 1959 in California show: 957 blind students registered. Of these, 148 are in high school. Of the 148 in high school, 95 are in organized programs; 53 are in high schools without the assistance of a resource teacher. Of the 148, 61 use braille, 82 use large type or recorded materials, 5 use both braille and large print.

(excerpted from TCT, Volume 1, No 2, May, 1959)

NEWS FROM CDHS

CDHS has been moving through troubled waters during the past year with a leaky hull, no captain, and a befuddled first mate. Our customary operations have been severely curtailed because of budget cut, experienced and highly qualified personnel have been lost, and the coming year (Fiscal Year 1988-89) holds little promise for better weather.

The portion of our budget which provides for travel, duplication, postage, consultants, equipment, etc., was cut approximately 55% from the level submitted to the governor for 1987-88. We were informed recently that FY 1988-89 is budgeted at the same reduced level. One implication of this drastic cut is that we were unable to share expenses for any aspect of Conference. Another is a virtual moratorium on CDHS-sponsored workshops for transcribers.

We have been unable to print and disseminate the *Master Tape Library Catalog* this year, or *A LIST OF CALIFORNIA TRANSCRIBERS*. We have been forced to delay the annual gathering of data regarding personnel in programs for the visually handicapped and, also, the printing and mailing of the Special Materials and Equipment Report.

The computer and word processing equipment that was stolen last September could not be replaced, nor does it seem likely it will be.

Linda Garton, CDHS' very capable secretary for the past four years has transferred to a higher position in the Dept. of Social Services. The loss of her experience and

knowledge will be compounded by the fact that her position will be downgraded before it is filled.

An even greater loss to CDHS and handicapped children in California will result from the retirement July 1, 1988 by Dr. David Uslan. Dave's contribution to the effective and successful spread of computer technology to Special Education programs in California and other states is beyond calculation. Dave has signed a contract to provide consultation to a large high-tech manufacturer and is looking forward to new challenges.

I have accepted an offer from the University of San Diego to develop additional programs in Northern California for the continuing education of teachers, following my retirement in mid-August, 1988.

A bright aspect to consider — in all this gloom — is the rest of the CDHS staff is intact and continues to be productive. The need for the services CDHS has provided for over a quarter-century continues to grow. With the goodwill, patience, demands, and active support of CTEVH members, such services will surely continue.

A final, personal, word: my life has been made very much richer than I would have imagined because of my association with my friends in CTEVH; my debt and my gratitude are great.

Dr. Aikin Connor
Director, CDHS

California Transcribers and Educators
of the
Visually Handicapped
XXIX Conference

and

National Braille Association, Inc. - Western Region



JOINT CONFERENCE 1988



* * * "Joining Hands to Make a Difference" * * *

March 17, 18, 19, 1988

Irvine Hilton and Towers
Irvine, California

**NBA and CTEVH Joined Hands to Make a
Difference at Joint Conference 1988**

March 17, 18, 19, 1988 Irvine Hilton and Towers
Jane Vogel, Conference Co-Chair

Not too long ago I had the opportunity to invite all NBA and CTEVH members to the first joint conference of the two organizations since 1973. Much had happened in both organizations in fifteen years. Many members joined both organizations, both organizations became even more organized than they had been, CTEVH had grown from a few hundred members (mainly transcribers) to well over 1000 (with more educators than transcribers) and the age of technology had arrived. What a challenge the conference committee had in store for itself! We wanted to make sure that the conference would appeal to everyone, having something to make the trip to Irvine, California worthwhile. We knew we had lots of expertise to draw from in each organization — in fact we had more than we had ever had at any previous conference. The challenge, then, came in the form of coordinating on-site workshops (nearly 80) and off-site computer workshops for both IBM and Apple users (11 — at two different sites). It involved the planning of social events, meal functions and general sessions that would appeal to two different organizations, rather than one that was used to certain traditions. Other considerations included the accommodation of two boards and presidents, two business meeting arrangements, two membership dues and related matters, two publications to address, and other "twos" that I'm probably forgetting.

After 1-1/2 years of planning and the dedicated effort of many people, we met our challenge! For three magical days in March, two special organizations "Joined Hands" to become one big happy conference. The focus was more on the common goals and service provided by each organization than on the differences between them. A party atmosphere prevailed throughout the entire

conference, although much "serious" business also took place. Some of us came before the actual conference date for board meetings and to soak up California sunshine (which was in the 80's most of the time). Some of us "early birds" from both organizations took the hotel shuttle to a nearby restaurant Wednesday night to get to know each other better. Others came early for a special Seminar on Low Vision held at the Southern California College of Optometry on Wednesday as a pre-conference event. Many of us stayed past the conference dates for vacations, relaxation, or in my case, the surprise 40th birthday party my husband held for me at the hotel. It was if nobody wanted it all to end. Even today, it seems hard to believe that it is really just a happy memory.

The success of the conference is due solely to the efforts of the committee members, and special people in both organizations. Both presidents, Bettye Krolick and Jane Corcoran, were always willing to assist in problem solving and in contributing valuable ideas. Alice Mann, NBA liaison to CTEVH, and Lil Gardner, CTEVH liaison to NBA, were able to facilitate smooth and productive communication between the organizations. Fred Sinclair, my co-chair, lent his years of experience and knowledge of previous conferences to all of us, as well as his wit and charm. Billie Anna Zieke was not only in charge of transcriber workshops, but was my right hand and teacher regarding NBA matters and protocol. She was the little voice that was always there to remind us of details that we must not forget. She deserves a lot of credit for excellent workshops that appealed to everyone. Frank Ryan and Jan Walker had the tough job of deciding which workshops for educators would be most appropriate for our confer-

ence, when there were so many good proposals from which to choose. They even put together last minute workshops, of excellent quality, when presenters cancelled for a variety of reasons. Estelle and Bill Palm had the awesome task of handling registration both before and during the conference — coordinating membership between both organizations was no easy task!

Bob Calhoun, CTEVH's new president, arranged for excellent speakers. Patrick Campbell, California's Director of Special Education, and Bettye Krolick were the keynote speakers at the Friday General Session. Both speakers did an excellent job — filling the ballroom to capacity with eager listeners. Equally good presentations were given at the Saturday Brunch by Burt Boyer, Superintendent of the California School for the Blind and Norma Schechter, CTEVH Literary Braille Specialist and representative to BANA/BAUK. All keynote addresses and many workshops are available for purchase on cassette tape. Ron Burke did his always unbelievable job of recruiting exhibitors from vendors and non-profit organizations for the exhibit hall. He spent all his time keeping them happy as he helped them with their displays and exhibits throughout the conference.

The party atmosphere prevailed due to the exciting and fun activities planned by the committee members. Wanda Marshall created beautiful brunches and receptions that were true parties. She created a fantasy atmosphere at the Friday banquet, with twinkling lights, mirrors, candles, and tinsel and corsage floral arrangements on each table. The St. Patrick's Day President's Reception featured pianist Tom Sheen, who played one Irish tune after another as we all stood around the piano singing. Adding to the festivities at the banquet were two superb entertainers, Lynda Anders and Michael Galloway. Jane O'Connor arranged to have the talented professional vocalist and accompanist perform a medley of songs

from musicals, operas, and other varied sources. Jane is an expert at finding the best entertainment. Her experience and advice are invaluable when putting on conferences.

One of the most memorable conference experiences was the on-going Hospitality Suite run by Sharon and Bob Bendtzen (whose young son is learning braille in a local public school). The Bendtzens and other wonderful parents from CAPVI (California Association for Parents of Visually Impaired) came into the Presidential Suite by 6:30 a.m. each day to set up the coffee, juice, Danish, fruit, cookies, candy, snacks, and to make hundreds of deli sandwiches, all from food donated by local markets and restaurants. The suite was filled to capacity at all times with conference attendees. Here administrators, parents, transcribers and teachers could talk informally, really getting to know each other — learning how to work with each other — "joining hands to make a difference". CAPVI also provided all the donated door prizes for each brunch and banquet (over 20 prizes including all-expense paid weekend trips for two, gold jewelry, meals at restaurants, works of art and cosmetics) A grand prize, two tickets to Hawaii, were donated by American Airlines, because so many conference attendees flew on American!

As other parts of this journal will undoubtedly note, many awards were given throughout the conference. The picture accompanying this article shows Bettye Krolick with her Certificate of Appreciation from CTEVH, and Fred Sinclair, the first recipient of the Fred L. Sinclair Award. This award has been established in his name to honor the outstanding contributions of a visually impaired person in the field of service to visually impaired students. Jane Corcoran, also in the photograph, received an award for outstanding service as outgoing CTEVH President the day after this picture was taken. A special reception, in honor of Fred, was hosted by the Northern and

Southern California Chapters of AER (Association for the Education and Rehabilitation of the Blind and Visually Impaired) after the banquet. Over two hundred people came to this surprise reception in the Presidential Suite!

For those of you attending the conference, the conference committee and I hope you enjoyed yourselves. Hopefully we will see the rest of you at some future date. It is not possible to thank everyone involved, but they know who they are. I'm sure everyone would agree that they did a great job of meeting the challenge!

A retrospective ...

First Statewide Meeting of California Transcribers and Educators of the Visually Handicapped Children and Youth

The first CTEVH conference was held at the Alice Birney School in Fresno on April 30, 1960. The theme of the conference was "The Book". Panel discussions were held on topics such as: Considerations in Obtaining Books in Large Type and Braille, desirable standards and sources of supply; "The Book and the Media" — volunteer production of braille books, demonstrations of tape recording, methods used in multilith production of large print books; APH book production, historical background, current procedures and anticipated developments. Three sectional meetings convened to discuss in further detail questions relating to large print, braille and tape recording. Other areas of discussion included the challenges of meeting the variety of needs arising on the high school level — the problem of fitting large books into a high school locker; of needing a "grocery cart" to take the large print version of a typical student's "armful" of books home; of making adequate use of readers. Elementary teachers needs included high standards of accuracy in hand transcribed

materials; legibility in photocopied materials; bindings that are practical in opening flat on a desk, standing well on a shelf, of being able to 'take it' when dropped; the desirability of colored pictures.

(excerpted from TCT, Volume 2, N^o 2 Summer, 1960)

Recap of Goals

As we look forward to our second annual meeting, it might be interesting to glance back for a moment. With the first questionnaires that went out to ask cooperation of the transcribing groups in the State, went a report summarized as follows:

"On May 21, 1957 a central committee composed of a representative of each known transcribing group of Northern California met with Mrs. Henderson and Miss Misbach at San Francisco State College. It is their desire to aid in coordinating the efforts of all volunteer groups in California who are producing braille materials for blind children and adults of California, so that a clearinghouse may exist for information from formerly isolated and unacquainted volunteer groups in our state.

It is felt that this cooperation can be begun by compiling

- (1) A list of all known transcribing groups in California
- (2) A list of all classes and individuals using Braille materials
- (3) Establishment of a central card file showing location of existing Braille, and sound materials
- (4) Setting up uniform standards so that hand-transcribed books may be used anywhere in the state
- (5) Aiding in developing optimum format for specific fields of subject matter, such as arithmetic, language, social studies, etc.
- (6) Establishing service to new Resource classes by making referral to local agencies"

(excerpted from TCT, Volume 2, N^o 4 Winter, 1960)



311. Do I Want to Transcribe on a Computer?

Leaders: Diann & Ken Smith, CTEVH Computer-Assisted Braille Co-Specialists for Northern California

Panelist: Gloria Buntrock, NBA Chairman, Computer-Assisted Transcription

Computer programs are available for the non-transcriber typist as well as for the brailist. The computer-assisted transcriber benefits from the ability to correct errors without the need to re-braille the entire page, to center headings or entire title pages in seconds, to prepare title pages and special symbols pages only once and transfer them to new volumes, to use tab settings for columned items — these are only a few of the advantages of existing computer software.

The reader benefits as well. Paper is almost universally preferred to plastic, and no ghost dots pop up after multiple thermoformings of a master. All corrections are made before embossing.

For any lengthy and frequently requested reference book, a copy of the computer disk master is imperative as insurance. A master disk, holding at least a volume of braille, can be duplicated in a few minutes at less than a dollar per disk. These small master disk backups can then be easily stored elsewhere. The fire which destroyed the entire braille master collection in Los Altos in 1983 points up how essential it is to have this protection.

All of the available braille software are good performers. There are some variations in these programs, but all are excellent: the EDIT by Stepp for Apple-type computers, MICRO*BRAILLE by Blessum for IBM-types and TABICAT by Hoeffler for Commodore.

It is important for a transcriber or a group to consider price, other uses for the computer and compatibility with the computers used by the agency or school district for which

transcriptions are being done.

For the non-transcriber typist, features of the BEX and TranscriBEX software by Holladay for Apple computers was described. These features include translation to grade 2 braille, output in braille, print, large print or linear braille to a VersaBraille, all from one input. Word processing braille translation, voice output, large print on the screen are only some of the BEX capabilities. TranscriBEX will perform all these functions as well as provide formatting commands for Textbook and Literary formats.

Equipment recommendations were made.

- 1) Decide on which program to use first then shop around for the best price on a computer and test it on that computer before purchase.
- 2) The Apple programs (EDIT, BEX, etc.) will not run on the new Apple IIgs.
- 3) Buy two disk drives to minimize switching disks in and out.
- 4) Select a monitor with a "tint" (amber, gray, green) that appeals to you.
- 5) Before buying a printer, make sure it works with your program before purchase. A printer with parallel input is easiest to set up. A parallel output card will be required in your computer and is cheaper than a serial output card. A power surge protector is a prudent and relatively inexpensive way to protect the computer from electrical surges from the power line. You do not need an embosser, instead send your disks to an output service.

Disk embossing services were explained for those who do not have access to embossers; information on how to prepare and submit disks was presented. At the end of the workshop a "hands-on" session gave participants the opportunity to try out the various systems.

Leader: Ruth E. Anderson, VH Resource Teacher, LAUSD Gifted Coordinator, Topeka Drive Elementary

This workshop covered various aspects of the gifted and gifted visually impaired student and included discussion of eligibility, classification, placement, educational goals, and social-emotional considerations. Material concerning the gifted visually impaired child covered the importance of determining eligibility for gifted programs, difficulties in assessment for giftedness, educational placement, and social-emotional difficulties. Guidelines were presented in order to assist parents or teachers in dealing with the gifted visually impaired child.

The definition of giftedness, as provided by the Advisory Panel to the Office of Education in 1972, states that a gifted child is one who is "identified by professionally qualified persons, who, by virtue of outstanding abilities are capable of high performance. These are children who require differentiated educational programs and/or services beyond that normally provided by the regular school program in order to realize their contribution to self and society." Not all states use this exact definition of giftedness, but all states have a definition much like this one.

In 1978, Renzulli stated that giftedness consists of the interaction of three clusters of human traits: above average general abilities, high levels of task commitment, and high levels of creativity. The area of task commitment may be difficult to notice in unmotivated and underachieving gifted learners. Statistically, only 3-5% of the population is gifted. More males than females fall into this category.

There are five different ways to classify a gifted student. The first is High Achieve-

ment. The student who is considered a high achiever is one who consistently functions at highly advanced levels in English, Reading and Math, and at least one of the following areas: Science, Social Sciences or Foreign Language. Typically the school records are screened during the fourth and fifth grade years to determine if a student has a 3.5 grade point average, or stanines of 7 or better on standardized school tests for the past three years in the forementioned subjects. These students are generally not classified as gifted until their fourth grade year.

A student who is eligible for gifted programs under the classification of Intellectual Ability are those students whose general intellectual development is markedly advanced in relation to their chronological peers. These students exhibit an IQ of 130 or above. They may be referred by parents or teachers, and may be tested and placed by second grade.

Students who originate, perform, produce or respond at exceptionally high levels in either dance, music (voice), drama, drawing or painting are eligible for gifted under the classification of Performing and Visual Arts. These students may be referred by parents or teachers, and then must undergo an audition for professionals from their particular area of expertise. A student may be referred at any age or grade level.

A student may excel in only one subject area, and would be considered gifted under the classification of Specific Academic Ability. To qualify, a student must consistently function at highly advanced levels in either English, math, science, social sciences, or foreign languages. These students are generally not identified until the second half of eighth grade or later.

Occasionally there is a student who is clearly gifted, yet does not fit into any of the above mentioned categories. In this case, and by special provisions only, the student may be identified by demonstrating outstanding achievement in Creative Ability or Leadership Ability.

It is difficult to foster public support for the provision of an educational program appropriately suited to meet the specialized needs of the gifted child. Many people feel that the gifted student is able to "fend for himself," and will succeed through school without a differentiated educational program. Public Law 94-142 reminds us that every child is entitled to a free and appropriate, public education. Society would do well to remember that it will be best served if the talents of its most capable problem solvers are cultivated. After all, the gifted students are the leaders of tomorrow.

Three of the most common differentiated educational programs for gifted students are enrichment, clustering, and acceleration. Enrichment is most often preferred, and occurs when the gifted student is provided with special activities while remaining in an otherwise ordinary classroom. Clustering is the placement of students into special groups according to their abilities. Acceleration allows a student to move faster through the grade levels. There may be some social and emotional consequences for the student as he relates to older peers, and for this reason is the least chosen of the various options.

In the Los Angeles Unified School District, the coordinator of gifted programs from each school is asked to choose three goals and objectives from the following list to emphasize with their students: Critical Thinking — the most chosen goal; Creative Thinking; Principles and Processes of Science; Research and Study Skills; Career

Planning — the least chosen, but perhaps the most important for the gifted visually impaired student; Arts and Communication Skills; and Self Concept.

The social and emotional aspects of giftedness are varied. Some gifted students are seen as "nerds". Others face peer pressure to demonstrate mediocrity in order to feel comfortable with their friends. As one sixth grade gifted student stated, "It's not cool to be gifted." Many gifted children impose the idea of perfectionist upon themselves. Others have parents, family members or teachers who are all too willing to remind them of their "special gift." If a child is expected to be the smartest child in the classroom, the one with all of the correct answers, the child may feel embarrassed and alienated from his peers. He may fear not having the correct answer, or feel that he has to deliver an incorrect answer, to make himself look "average". Some teachers make their gifted students their "Teacher's Pet," an honor that is not appreciated by fellow classmates. Occasionally a teacher feels "threatened" that the student is trying to expose the teacher's weaknesses; thus she may be particularly demanding or short tempered with the gifted student.

The Association of the Gifted of the Council for Exceptional Children defined the gifted-handicapped population as "gifted children who are also identified and eligible for services for the handicapped." In order to be eligible, children must meet the independent criteria for both giftedness and the handicap.

The statistics show that 1/10th of a percent of the school age population is visually impaired. Considering that 3-5% of the population is gifted, one could assume that out of approximately 700 VI students in the Los Angeles Unified School District, there would be no more than 28 VI stu-

dents identified as gifted. More realistic figures would take into account the large number of multihandicapped students in the VI population, thus accounting for approximately 14 gifted visually impaired students.

If a child is not recognized as being gifted, it may result in an underrealization of his potential and possible future underemployment. The identification of a visually impaired child's giftedness can be a real challenge. Some obstacles to the identification of giftedness include stereotypic expectations, developmental delays, and the lack of opportunities to evidence superior mental abilities. Some multihandicapped students, particularly those with physical handicaps or speech disorders, may test as below-average or mentally retarded, but they may actually be gifted. The following guidelines may be considered for assessment: a) The visually impaired population should be included in the pool of students to be screened. b) The testing materials should be appropriately suited to the child's visual limitations i.e., braille, large print, oral. c) The teacher of the visually impaired should be instrumental in the assessment process — he/she may make referrals, adapt or locate modified testing materials, and be available for assisting during the assessment.

The handicapped gifted child has an educational right to have access to programs for the gifted as well as for the handicapping condition. One must try to determine the most appropriate placement, whether it is a residential school, a resource program, or a gifted placement with VH itinerant services.

In addition to the emotional needs related to the visual loss, the gifted visually impaired student must learn to deal with the burden of having two seemingly incompatible labels. Some people think

that a visual loss means a lower mental capacity; thus some students feel a need to overcompensate or be superior to their able bodied peers to be accepted as "gifted". Many students want to be seen as gifted, not handicapped, and feel that associating with fellow VH students or using adapted materials may make their disability more obvious. It is not uncommon to find that these students have a low frustration level.

The following guidelines for working with gifted visually impaired students were taken from *The Education of the Visually Handicapped*, Summer 1986.

1. "Encourage the gift without denying the disability." One should encourage a realistic self concept, and help the students to recognize their own strengths.
2. "Help the child to develop as a whole; each child is more than the sum of a gift and a disability." Provide experiences to help make a well rounded student; include self help, daily living skills, recreation, the arts, etc.
3. "Expose the gifted and talented visually handicapped child to as much enrichment and opportunity as you would the able bodied gifted and talented child."
4. "Promote leadership skills ... It is as important for the child to help others as it is to learn to ask for and receive assistance."
5. "Help the child to develop marketable skills in addition to those geared to a specific gift or talent." There is a need for career development and a myriad of work experiences.
6. "Praise realistically ... Flattery or overpraise do not benefit the child, whereas realism and encouragement will have positive results."
7. "Appreciate the additional efforts which are required by the child to work

with his disability."

8. "Encourage risk taking and problem solving behaviors within safe and ability appropriate parameters." Outdoor sports and recreational activities are enjoyed by the visually impaired population and are to be encouraged.

9. "Avoid reacting to the child as a phenomenon, or placing such a child on display." A 26 year old student remarked that he was sent out to show what the blind can do. He felt that he had to go along with it or be seen as ungrateful.

10. "Help the child to explore self identity as a handicapped individual, and to meet appropriate role models." The student may benefit from speaking to a visually impaired scientist, lawyer, disc jockey, happy homemaker or teacher.

In conclusion, the identification of giftedness and the nurturing of dormant abilities among the visually impaired population will enable our students to be among the leaders of tomorrow.

A retrospective ...

Sources of Supply

Manufacturers of the Pak-o-Vac equipment for copying braille from paper onto plastic by vacuum forming, have asked whether there would be an interest in having them make a machine that could be attached to a home vacuum cleaner as a source of power. Estimated cost is around \$90, we hear.

If you think you would be interested in attaching a duplicator to your home equipment in order to avoid the expense of the 1/6 horsepower motor usually built into their model BD Braille Former, drop a note to.....

(excerpted from TCT, Volume 1, N^o 4 Winter, 1959)

== 211. Problems in Computer Notation ==

Leader: Priscilla Harris, NBA Area Representative for Computer Notation

The session, designed for transcribers already acquainted with the Computer Braille Code, provided an assortment of tips and suggestions for transcribing examples of computer notation. Troublesome examples were chosen from those submitted to the NBA Area Representative for Computer Notation over the past year by transcribers. Topics included acronyms and commands, entering the Nemeth Braille Code, suffixes, compound page numbers, keys and control characters, line numbers, countable spaces, and the Continuation indicator. The four options for designating shapes were detailed. A diagram for a computer keyboard was also presented. The workshop handout material included a discussion of each topic, print and simulated braille examples, plus explanatory comments for additional decisions made during the transcription process. These additional decisions involved punctuation following embedded notation, LOGO screen displays, significant spaces, use of the Caps Lock indicator, and use of a text running head, program running reference, and braille page-line change within programs. Format for displayed and embedded notation as well as for boxed notes to programs was discussed.

103. Working with Visually Impaired Infants and their Parents

Leader: Deborah Chen, Ph.D., Project Director, PAVII Project, Blind Babies Foundation

50 Oak St. Rm 102, San Francisco, CA 94102

This presentation discussed the philosophy, goals, components and methods of the PAVII Project (Parents and Visually Impaired Infants). The project is a three year model demonstration project funded by the Handicapped Children's Early Education Program, U.S. Dept. of Education. PAVII provides home visits, assists with parent participation in medical visits and in transition to preschool programs, offers parent support group and parent education meetings, annual "Family Fun" social events, and participates in an integrated playgroup sponsored through the San Francisco Community College District.

Materials involve parents as primary decision-makers and interventionists. The Parent Assessment of Needs (PAN) is an ecological inventory or interview/report form which covers: orientation and mobility, interaction with objects, interaction with people, home routines (mealtime, dressing, bathtime, toileting, bedtime), family activities, community activities and communication. In addition, there are questions which focus on parent activity preferences, understanding of their infant's disabilities and identification of intervention priorities. Orientation and mobility, feeding, playing with objects, and communication were the most frequently selected goal areas.

The Parent Observation Protocol (POP) is a procedure for using a video "micro-teaching" format in parent-training. The format encourages observation and identifies teaching strategies for facilitating

early learning experiences. The protocol provides an overview of the philosophical base, objectives and procedural outline for making and reviewing tapes, the Self Observation Questionnaire (SOQ) for eliciting parent discussion during the tape review, the Objective Rating Scale (ORS) an optional evaluation tool.

Two sets of teaching strategies have been identified (a) "Setting the Stage" or preparing the infant for what's-about-to-happen through situational cues, objects associated with the activity, gestures, and descriptive language; and (b) "Scaffolding" or supporting an infant's participation by using a variety of prompts and by adapting materials or activities. By April, PAVII will have developed Learning Together: A Parent Guide to Socially-Based Routines with Visually Impaired Infants which describes these strategies in daily routines. This parent guide provides a format for helping parents to identify what they want to do and when, and contains common parent questions about current and future concerns.

PAVII has developed a series of "How-To" papers on the following:

The Art of Home Visiting discusses roles/responsibilities and prerequisite competencies for home visitors, offers practical suggestions for conducting home visits, and discusses issues encountered in the home visit process.

Getting Ready for School provides a format for helping parents to evaluate preschool programs. The paper discusses the learning environment, family factors, child factors, school district factors, expert input and educational rights.

How-To Papers on Assessment provides a resource for assessing infants in the home:

- "Developmental Assessment" discusses considerations in developing assessment

and offers an annotated bibliography on available assessments with advantages and disadvantages for each.

- "Identifying Visual Impairments in Infants" discusses problems associated with early diagnosis of visual impairment, describes physical indicators for referring an infant to a pediatric ophthalmologist, and offers a functional screening checklist.

- "Functional Hearing Screening" identifies reasons for having an infant's hearing tested, describes infant responses to sound, and provides a functional hearing screening checklist.

- "Assessing Infant Communication" discusses the impact of a visual impairment on infant communication; describes situations, topics, mode, turn-taking, function and syntax as variables in infant communication; provides a functional communication screening checklist and an annotated bibliography of available tools with advantages and disadvantages of each.

- "Assessing Interaction with Objects" provides a brief discussion of the impact of visual impairment of manipulative exploration, functional hand use, and problem-solving skills, and provides a screening checklist for interaction with objects.

Inservice training on PAVII materials is available until the project ends in August. Current drafts of materials are available (there is a charge for postage).

209. Basic Braille Music

Leader: Georgia Griffith, Vice Chairman, NBA Music Braille

Workshop participants were already enrolled in the Music Braille Correspondence Course from the National Library Service.

The major differences between braille and print music were explained and discussed. Braille music is not written on a staff as is print music. Braille uses many more repeat devices than print and it employs doubling, a device for indicating that a number of consecutive intervals and other signs are the same. For example, an entire page can be shown as staccato notes by brailleing the staccato sign twice before the first note and once before the last.

A proofreading example was presented. Simple, well-known tunes with numerous errors were given to the participants to see how many of the errors they could find. They did quite well.

A question and answer period followed:

Q: What line length should be used for braille music? **A:** Forty cells are now standard.

Q: Can a transcriber be certified to transcribe just certain media? **A:** No, NLS requires transcribers to be able to braille any kind of music. After a transcriber is certified and has gained some experience, he/she is eligible to work as an NLS braille music transcriber.

CTEVH Life Members

Jean Alexander
Barbara Angevine
Estelle R. Barsis
Barbara Berglund
Susan Bernay
Laura V. Bosworth
Carolyn Card
Jane Corcoran
Anna May Cronin
Maxine Dorf
Betty Sweet Epstein
Paul Furnas
Lillian S. Gardner
Maryanne Genova
William Gerrey
Georgia Griffith

Alice Harwood
Ruth Hughes
Lavon Johnson
Russell M. Kirbey
Rose Kelber
Blossom Kerman
Bernard M. Krebs
Bettye Krolick
Lynne M. Laird
Diane Meyer
Dorothy Misbach
Leah Morris
Miriam Nelson
Evelyn Olgiati
Dr. Stanley Olivier
Estelle Palm

Lila Queen
Mrs. Chas. D. Redfield
Anthony T. Rossi
Barbara Blatt Rubin
Norma L. Schecter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Richard L. Simonton
Fred L. Sinclair
Mr. & Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Anna E. Wiesman
Billie Anna Zieke

CTEVH Past Presidents

1957-59 Betty Brudno
1959-61 Irene Hawkinson
1961-63 Helen Patillo
1963-65 Claire Kirkpatrick
1965-67 Ethel Schuman
1967-69 Rose Kelber
1969-71 Elizabeth Schriefer
1971-73 Carolyn Card
1973-75 Jane O'Connor Verhage
1975-77 Fred L. Sinclair
1977-78 Joyce Van Tuyl
1978-80 Bill Briggs
1980-82 Cathy Rothhaupt
1982-84 Leah Morris
1984-86 Robert Dodge
1986-88 Jane Corcoran

CTEVH Certificates of Appreciation

1974	Volunteers of Vacaville Braille Institute of America	1982	Barbara Blatt Rubin Bill Briggs Michael Landon
1975	Esther Fox Marie Erich	1983	Aikin Connor Carolyn "Chris" Mackey
1976	Norma L. Schecter	1984	Bernard M. Krebs Jane O'Connor Verhage
1977	Bob Dasteel Donn Spencer	1985	Sylvia Cassell Elizabeth C. Smith
1978	Mary Degarmo Betty Brudno Evelyn Olgiati	1986	Sally Mangold Elizabeth Schriefer Joyce Van Tuyl
1979	Ruth S. Lowy	1987	John Flores
1980	Ethel Schuman Diane Meyer	1988	Ken & Diann Smith Lou Ella & Norm Blessum
1981	Carl Lappin		

Past Editors

The California Transcriber

1959-63 Betty Brudno
1964 Ethel Schuman
Kathryn Allen
1965-69 Ruth S. Lowy
1970-75 Norma L. Schecter
1976-88 Dr. Aikin Connor

Special Recognition

1985 Bob Dasteel
1987 Betty Brudno
Eleanor & Jack Scharlin

Distinguished Member

1984 Fred L. Sinclair

Fred L. Sinclair Award

1987 Fred L. Sinclair

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Make check payable to CTEVH

Annual Dues: \$8.00 (US Funds) New () Renewal () Life Membership (\$150.00) ()

Katie N. Sibert Memorial Scholarship Fund () \$ _____.

NAME: _____

ADDRESS: _____
(street) (city) (state) (zip)

() Check if this is a change of address.

Do you consider yourself primarily (circle one, only): a transcriber, an educator or (specify) _____

If visually handicapped, do you want CTEVH publications in braille ()? On tape ()?

CTEVH Membership
Chair
Jane Vogel
741 N. Vermont
Los Angeles, CA 90029

Executive Board 1987-88

<i>President:</i>	C. Robert Calhoun	3401 Clairemont Drive Rm 22, San Diego 92117
<i>Vice-President:</i>	Ann Kelt	514 Freya Way, Pleasant Hill 94523
<i>Secretary:</i>	Maureen Reardon	3601 Curtiss St., San Mateo 94403
<i>Treasurer:</i>	Donna Coffee	2926 Cornell, Visalia 93277
<i>Members-at-Large</i>	Jean Adams	152 Hamilton Ct., Los Altos 94022
	Sue Reilly	3401 Clairemont Drive Rm 1, San Diego 92117

Board of Directors

Phyllis Deaton	1459 Magnolia, Petaluma 94952
Lavon Johnson	4719 Crestwood Way, Sacramento 95822
Rose Kelber	538 W. El Morado Ct., Ontario 91762
Lynne Laird	2909 Forest Ave., Berkeley 94705
Joan S. Levy	339 Loma Media Rd., Santa Barbara 93103
Carol Morrison	4441 Woodman Ave. #310, Sherman Oaks 91423
Martha Pamperin	922 Chestnut Lane, Davis 95616
Frank Ryan	415 S. Oakland #8, Pasadena 91101
Normal L. Schechter	8432 Northport Dr., Huntington Beach 92646
Marian Wickham	1027 Gilman Dr, Colma 94015
Aikin Connor (ex officio)	721 Capitol Mall, Sacramento 95814
Fred L. Sinclair (emeritus)	4271 Euclid Ave., Sacramento 95822
Jane Corcoran (past pres.)	400 Old La Honda Rd., Woodside 94062

CTEVH Specialists

* BRAILLE *

<i>Computer Assisted:</i>	SUE REILLY	619-274-5313 x245
<i>(South)</i>	3401 Clairemont Drive, San Diego 92117	
	DIANN & KEN SMITH	415-968-7695
<i>(North)</i>	1900 Orange Tree Lane, Mountain View 94040	
<i>Computer Notation &</i>	ELINOR SAVAGE	619-328-8003
<i>Music Consultant:</i>	350 Andorra Way, Cathedral City 92234	
<i>Literary:</i>	NORMA L. SCHECTER	714-536-9666
	8432 Northport Dr., Huntington Beach 92646	
	ELIZABETH SCHRIEFER	916-486-9242
	751 El Encino Ave., Sacramento 95864	
<i>Mathematics:</i>	JOYCE VAN TUYL	206-282-8358
	3520 28th Ave., West, #402, Seattle, WA 98199	
<i>Tactile Illustration:</i>	JANE CORCORAN	415-851-2122
	400 Old La Honda Rd., Woodside 94062	
<i>Textbook Format:</i>	BILLIE ANNA ZIEKE	714-776-6754
	2115 W. Judith Lane, Anaheim 92804	

* COMPUTER TECHNOLOGY *

FRANCIS DANIELS	213-663-1111
741 N. Vermont, Los Angeles 90029	

* LARGE TYPE & ENLARGED DRAWING *

	MARIAN WICKHAM	415-588-1073
	1027 Gilman Dr, Colma 94015	
<i>Computer Assisted:</i>	SUE REILLY	619-274-5313 x245

* RECORDING *

LESLIE BURKHARDT	213-663-1111
741 N. Vermont, Los Angeles 90029	

<i>Awards Chairperson:</i>	JOAN LEVY
<i>Membership Chairperson:</i>	JANE VOGEL
<i>Historian:</i>	MARIAN WICKHAM

The California Transcriber

California Transcribers and Educators
of the Visually Handicapped, Inc.

Editorial Office:
Whittier Center Room 1
3401 Clairemont Drive
San Diego, CA 92117

Non-Profit
Organization
U.S. Postage
PAID
San Diego, CA
Permit # 1103

~~MS. TARY MALE RICHARDSON~~
15 W 16TH ST
NEW YORK NY 10011

Moving? Please let us know!

The California Transcriber

Fall 1988



The official publication of the
California Transcribers and Educators of the Visually Handicapped, Inc.

HONORS

Library of Congress Certifications

Literary Braille

Lorraine Gustafson
Penninsula Braille Transcribers Guild

Music Braille

Maxine Knight
Santa Rosa

Honors and Awards

"Volunteer of the Month"

awarded by Braille Institute, Press Dept. to
Joyce Rabinowitz,
San Fernando Valley Braille Transcribers

Golden Palm Award

awarded by Braille Institute to
Rollie Greene,
San Fernando Valley Braille Transcribers

Dedication of an issue of Jewish Braille Review (by Sisterhood Temple Beth Hillel)
Joyce Rabinowitz,
San Fernando Valley Braille Transcribers

Editor:

Associate Editors:

Typing and Layout:

Braille Transcription:

Braille Duplication:

Tape Recording & Duplication:

Mailing:

Printer:

Sue Reilly

Jane Corcoran

Julie Cormier

Fred Sinclair

Sue Reilly

Doris Pontac

(Embossing by CompuBraille, Inc.)

Volunteers of Soledad

Volunteers of Vacaville

Chris Waters' class, Clairemont High, San Diego

San Diego Unified School District

© 1988 by California Transcribers and Educators of the Visually Handicapped, Inc. All rights reserved. No part of this periodical may be reproduced without the consent of the publishers.

Editorial office for *THE CALIFORNIA TRANSCRIBER* and all other CTEVH Publications is:

Sue Reilly, Editor
CTEVH Publications
Whittier Center Room 1
3401 Clairemont Drive
San Diego, CA 92117

The California Transcriber

Fall, 1988

Volume XXXII, N° 2

Table of Contents

Inside Story

President's Message	Bob Calhoun.....	41
CTEVH Certificate of Appreciation		
Bettye Krolick	Jane Corcoran.....	44
Conference '89: Leading the Way		
In San Jose	Burt Boyer.....	45

Our Specialists Say

Electronic Gizmos	Leslie Burkhardt.....	46
Literary Braille Potpourri	Norma Schechter.....	50
Tactile Illustrations	Jane M. Corcoran.....	52
Computer and Tactile Illustrations	Joyce VanTuyl/Jane M. Corcoran.....	54
Help! In Gluing String	Jane M. Corcoran.....	55
One More Time!!!	Betty Schriefer.....	56
Computer Corner	Diann & Ken Smith.....	57
ED-IT Embossing Errors	Elinor Savage.....	58
Resources/References for Computers	Sue Reilly.....	59
Textbook Format	Billie Anna Zieke.....	60
Large Type	Marian Wickham.....	62

News of Groups.....	63
Transcribing Classes.....	64
New Officers/Addresses.....	65
Interesting Transcriptions.....	66

Generally Speaking

Microbraille	LouElla & Norman Blessum.....	68
The Marketplace.....		69
Let's Share Resources.....		70

Sacramento File

News from CDHS	Dr. John Church.....	71
----------------	----------------------	----

Conference 1988 — Joining Hands to Make A Difference

Challenges of Computer Technology	Bettye Krolick.....	72
Home-School Communication #310	Donna Phillips.....	78
Textbook Format Braille — Workbooks #205	Barbara Sheperdigian.....	79
Functional Vision for Hard-to-Test Child #606	Dr. Jane Erin.....	80
Foreign Language Braille #802	Alice Childers.....	80
Beginning Apple Lab/ED-IT #101	Jacquie Walker.....	81
Severity Rating Scale #610	Linda Kuzmich.....	82
Most Appropriate Placement (MAP) #410	Sandra Adams Curry.....	83

Katie N. Sibert Award Applications.....	85
---	----



From the Editor's Desk:



Thanks to everyone for the compliments on my first issue. You are very encouraging! I am discovering that this is a very big job. I couldn't accomplish it without the assistance of my associate editors, the specialists, the presenters at conference, and braille and tape transcribers. A big thank you to them, too!

A number of people expressed an interest in the way TCT was prepared. I am a Macintosh "junkie" and am constantly fascinated with everything it can do. I use Microsoft Word™ for word processing and Letraset's Ready, Set, Go! for page layout. (This program is the one that decides hyphenation, and in the interest of time, I don't check it all!) I hope in the next issue to begin scanning directly into the computer the samples of braille, diagrams, etc. that specialists send me for their articles. I use a Macintosh SE and a Laserwriter printer for print production.

Shirley Kelly

Gifts and Tributes

Contributors to the Katie Sibert Fund

John G. Church

Mary Martins

In memory of Max Gross:
San Gabriel Valley Guild

In memory of Josephine Taylor:
Fred Sinclair

In memory of Miller Alva Parker:

Fred Sinclair

Bill Oser

Alice Oser

Arthur & Dorothy Dubliner

Elizabeth Lemke

Jim & Mary Pat Thompson

Mr. & Mrs. Richard Martin

Contributions to the CTEVH Gifts and Tributes Fund

will be used to improve services to the visually impaired.

Make checks payable to CTEVH and mail them to:

CTEVH Gifts and Tributes
1459 Magnolia Ave.
Petaluma, CA 94952

Donor's Name, Address, Zip _____

_____ In honor of: _____

_____ In memory of: _____

Acknowledge to (Name, Address, Zip): _____

_____ Please direct contribution to THE KATIE N. SIBERT MEMORIAL SCHOLARSHIP FUND

All contributions to CTEVH are tax deductible

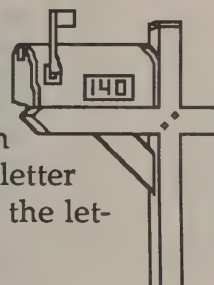
Inside Story

A message from the president:

First of all, I would like to convey to CTEVH members appreciation for my predecessor, Jane Corcoran. Jane's tenure as president and work for CTEVH has been a role model for all of us in the organization. Jane never rests on her laurels and continues to be a pillar of dependability for CTEVH. Thanks, Jane. You are a special person.

A number of events have transpired since our March convention and the last issue of TCT. You will recall our deep concern regarding our relationship with the State Department Clearinghouse Depository for Handicapped Students. This was precipitated by the retirement of Fred Sinclair, Aikin Connor, David Uslan, and the departure of a secretary who was very knowledgeable of the day-to-day operation of the department. I am happy to report that positive progress has been made in alleviating that concern.

On June 20, 1988, I wrote a letter to Dr. Bill Honig, Superintendent of Public Instruction, citing the above concerns as well as the need for communication, distribution of materials, state-sponsored inservice for transcribers, appropriate equipment for the Clearinghouse and scheduled meetings with the president of CTEVH to ensure continuing dialog. The result of that letter was a telephone call from Dr. John Church, Educational Administrator, and the letter on page 42 from Dr. Shirley Thornton, Deputy Superintendent.



After several telephone calls with Dr. Church, I felt it best to go to Sacramento, and had a very beneficial meeting with Dr. Church and Dr. Thornton. I was most appreciative of the opportunity to meet with Dr. Thornton because her responsibilities make it necessary to be in many parts of the state and she has a very heavy schedule. On page 43 my letter of August 4, 1988, covers the items dealt with at the Sacramento meeting.

On September 9, 1988, I went to Sacramento to serve as representative of CTEVH on the interview panel for Fred's successor. It is anticipated that the replacement for Fred Sinclair will be in place very soon. In addition, Mr. Rod Brawley is on assignment as a replacement for Dave Uslan.

I have submitted Sue Reilly's name to the State Department to represent CTEVH on the newly-formed State Advisory Committee for Technology in Education.

I fear I have used more than my share of space for this issue. Start making plans to attend CTEVH in San Jose. Everyone will be disappointed if your happy face does not find the way!

Sincerely,

Bob Latham



CALIFORNIA STATE DEPARTMENT OF EDUCATION

Bill Honig

721 Capitol Mall; P.O. Box 944272

Superintendent

Sacramento, CA 94244-2720

of Public Instruction

July 15, 1988

C. Robert Calhoun, President
California Transcribers and Educators
of the Visually Handicapped
5830 C Mission Center Road
San Diego, CA 92128

Dear Mr. Calhoun:

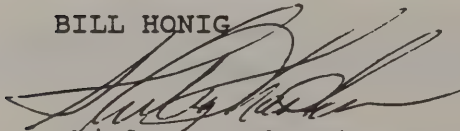
Thank you for your letter of June 20 expressing the concern of the California Transcribers and Educators of the Visually Handicapped (CTEVH) regarding the Clearinghouse Depository for Handicapped Students (CDHS) and what you characterize as "deteriorating" cooperation between these two agencies. The State Department of Education (SDE) is aware of the valuable contribution made by your organization and its individual members to the education of visually handicapped students in California and is anxious that the continuing cooperation between CDHS and CTEVH be strengthened, not weakened.

To respond to your eight specific points: (1) the office responsible for recruiting applicants for professional examinations will be advised of CTEVH's interest in this position; (2) the CDHS representative to CTEVH as Ex officio Board Member provides for this; (3) a job announcement is currently being circulated which specifies this qualification; (4) within the constraints of the budget, CDHS will continue to disseminate information to LEAs; (5) SDE anticipates its continuing co-sponsorship of the Annual CTEVH Conference (Mr. Fred L. Sinclair, Retired Annuitant, has been assigned coordination responsibilities); (6) proposals for funding equipment acquisition for CDHS will be developed this year; (7) see item #3; (8) such meetings should be coordinated with the CDHS representative to CTEVH.

Please be assured that SDE recognizes your organization's unique role in the education of visually handicapped students in California and will always welcome your comments and suggestions.

Best regards,

BILL HONIG



Shirley A. Thornton
Deputy Superintendent
Specialized Programs
(916) 322-6646

BH:aci

California Transcribers and Educators

of the Visually Handicapped

741 North Vermont Avenue
Los Angeles, CA 90020-3504

Bus (619) 274-9822 ext 283
Res (619) 278-7919

5830 "C" Mission Center Road
San Diego, CA 92123

August 4, 1988

Dr. John G. Church
Educational Administrator
State of California
Department of Education
Reference Services
721 Capitol Mall
P.O. Box 944272
Sacramento, CA 94244-2720

Dear John,

Thank you again for the time afforded me on behalf of California Transcribers and Educators of the Visually Handicapped (CTEVH) on July 28, 1988. In addition, the opportunity to meet with Dr. Shirley Thornton is also appreciated.

I'm attempting to summarize the things we discussed. Please give me a call or write if anything is not as you perceived it. Please forgive my penchant for using numbers; it's a trait I seem to have, like some kind of disease.

1. You made clear that the position of leadership at the Clearing House will be filled. Further, that it is a distinct possibility that the President of CTEVH will participate in the selection process.
2. That Rod Brawley has been hired to replace Dave Usan.
3. That staff positions will remain. Fred Sinclair and Aikin Connor will be brought in as appropriate.
4. Every effort will be made to see that informational materials will be printed and sent to districts. It is recognized that this is subject to budget constraints.
5. The Clearing House will support inservice for braille transcribers as the budget permits.
6. Some funds have been allotted to begin providing equipment for the Clearing House. We did not discuss, but I would like to suggest that the Clearing House should be provided a specified amount of money each year from the low incidence funds. I would like to pursue this possibility since CHD provides direct services.

Letter to John Church
August 4, 1988
Page 2

7. The director, lead consultant, and president will meet for discussions once each semester. The director is responsible for arranging the meetings. The first meeting will be Saturday, October 1, 1988, at 5 p.m. in San Jose, Red Lion Inn.
NOTE: We discussed your coming to the board meeting a little earlier so that you can present the staff organization charts to the board.

8. The director will appoint a member of CTEVH to serve on the Advisory Committee for Technology when it is formed. The President of CTEVH will ask the executive board for funds for the appointee to attend the first meeting in November. After that time, the Technology budget will cover the cost for advisory members.

9. Burt Boyer, Superintendent of the California School for the Blind, will represent the state department at the American Printing House meeting. Since Burt is a CTEVH member, this is appreciated by the organization.

10. State Department Certificates of Recognition. Further discussion on this item at October 1 meeting.

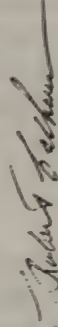
11. Access to areas such as ERIC Search, Human Resources File, VOICE, etc. This is something that will need further communication to be effective.

I do hope that you will get a chance to visit the Thiel project in Sacramento.

Contact: Lavon Johnson
CompuBraille Inc.
2791 24th Street Room 7
Sacramento, CA 95818
(916) 452-6189

As we continue on with our working relationship, there will certainly be problems, but together there will be solutions.

Sincerely,



C. Robert Calhoun, President
California Transcribers and Educators
of the Visually Handicapped

CRC:lm

cc: CTEVH Board 10-01-88
Thornton

CTEVH
Certificate of Appreciation

It is particularly appropriate that this joint NBA — CTEVH meeting should occur when Bettye Krolick is President of NBA. She is a Life Member of both CTEVH and NBA.

Bettye has impressive credentials. She has authored two books, published both in braille and print, *How To Read Braille Music, Book 1* and *Dictionary of Braille Music Signs*. Both have been distributed world-wide to English-speaking countries. She has also written numerous articles on braille music for the National Library Services and has written for *TCT* and other publications on the use of personal computers for the direct transcription of braille. In fact, the first transcription program, Stepp's ED-IT, was written in collaboration with her. Bettye has led workshops, seminars, and short courses in all parts of the U.S. on Music Resources for the Visually Handicapped, How to Read and Teach Braille Music, and the Use of Personal Computers to Produce Braille.

Her interest in braille music probably stems from the fact that she and her husband, Ed, are both musicians. Somehow, she finds time to practice the violin and serves as the principal second violinist of the Fort Collins, Colorado and the Cheyenne, Wyoming Symphony Orchestras.

Betty first burst on the CTEVH scene at the last joint NBA — CTEVH meeting in 1973 in San Francisco. I was Workshops Chairman and her first book, *How to Read Braille Music*, had just come out. I have no record of her attendance at our conferences in 1974 and 1975, but from 1976 through 1986 — an eleven year period — she attended every CTEVH conference as a very active participant. In all those years she has led, or been on the panel of, anywhere from two to five workshops per conference. The topics of those workshops have ranged from braille music to paperless braille to personal computers. She has really worked hard for us.

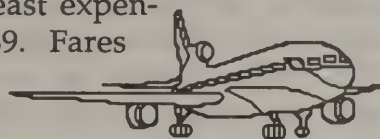
In appreciation of her contributions to CTEVH and to the visually handicapped, we present Bettye with the CTEVH Certificate of Appreciation.

— Jane M. Corcoran

Conference 89 Leading the Way in San Jose

American Airlines Designated Official Airline Leading the Way to San Jose

American Airlines has been designated as the official airline of the 1989 CTEVH Conference — Leading the Way in San Jose. Reduced fare seats are limited, therefore members who make reservations as early as possible will be assured of the least expensive costs. Travel dates include March 21, 1989 to April 12, 1989. Fares will be 40% off the regular coach fares and will include travel to any airport in the OSF Complex. This includes airports in San Jose, San Francisco, and Oakland.



In making reservations, members must use the 800 number (1-800-433-1790) and the Star File Number S75551, which must be given to the reservation clerk at the time reservations.

Conference XXX Committee Update

Are you ready to "Lead the Way in San Jose?" Plans for the 30th annual conference of the California Transcribers and Educators of the Visually Handicapped is moving along well. Please begin to make your plans now to be at the **Red Lion Inn March 30-31 and April 1, 1989.**

The planning committee has met and progress reports have been shared by the chairpersons. Many requests to do presentations have been received, and several people have indicated their request "is in the mail!" By the quality of requests, it is obvious that there are some exciting programs taking place around California.

The management of the Red Lion Inn has been very cooperative, and they intend for your stay to be enjoyable and without problems. The Convention and Visitors Bureau of San Jose has been most co-operative, and they will be there to assist during the conference. San Jose is waiting for you!

Making final decisions as to which day to come is important. For your information, tours are being planned for Thursday morning, March 30, and there will be workshops held on and off site Thursday. American Airlines is the designated carrier for this year's conference.

Lots of work remains to be done, but we are off to a good start. Individuals chairing the various committees are working hard, and lots of help is being provided by the "true experts" who have done this many times — and their help is greatly appreciated. This is just a short update to remind you that your presence is requested to help "Lead the Way in San Jose!"

ELECTRONIC GIZMOS The Shocking Truth About Control-Panel Descriptions

A mathematical theorem proposed by this recording transcriber is, "The number and variety of buttons and knobs on an electronic gizmo increases proportionately to the consumer's degree of vision loss." When a blind person shops for an answering machine, the dual-cassette, 30-function model is always the only machine on sale. Microwave ovens and VCR's that would boggle Thomas Edison are sold to the blind by salesmen committed to the popular myth that all blind people are incredibly sensitive geniuses surpassed in intelligence only by their remarkable guide dogs. Multi-function ham-radio transceivers are status symbols for blind hams, who regularly and frequently trade simpler rigs for more complex models. And, of course, cassette recorders specifically modified for the blind have additional knobs for all those wonderful "extras" (beep-tone capability, variable speed, dual speed, 4-track recording, etc.). For whatever reason, these modern miracles of electronic wizardry are often purchased by the blind consumer, who must then figure out which controls are which, where they're located, and what they do.

As these electronic devices become increasingly complex, operating instructions become a transcription priority. They often have figures containing the location and function of controls which must be made accessible to the consumer. Before these figures are recorded or brailled, though, they should be put into written form. These figure descriptions are crucial to the consu-

mer, and are worth the extra time and effort they require.

Descriptions of control panel diagrams are more easily prepared by the transcriber, and better understood by the consumer, if a few simple rules are applied:

1. To start your description, orient the position of the equipment in relation to the consumer. Use a prominent feature, such as the largest knob, the antenna, or a compartment door as a starting landmark. If you're describing a ham radio rig, you might say, "Position the unit so that the front panel is facing you, and the antenna is in the top left corner." Then, your perspective and the consumer's will be the same throughout the description.

2. Describe controls in a logical sequence (e.g., from top to bottom, or clockwise). Descriptions shouldn't skip from place to place on the control panel, this will make your description wordier and more difficult to follow. A good description should be concise and well-organized. For example, "Along the left end of the front panel is a column of four round buttons marked FUNCTION SELECTORS. From top to bottom, they are labeled: AM, FM, PHONOGRAPH, and, in the bottom left corner, CASSETTE. To the right of the round CASSETTE button is a row of six rectangular buttons that control the cassette function. From left to right, they are: RECORD, PLAY, REWIND, FAST-FORWARD, STOP/

EJECT, and PAUSE ..." As the consumer listens to this description, he can easily move from one button to another on the panel.

Keypads, or keyboards as they are also called, are fairly easy to describe (see Fig. 1). They are usually similarly shaped keys arranged in nice, neat rows and columns. They can be described as follows: "The keypad has 20 keys arranged in 4 rows of 5 buttons each. In the top row, from left to right, the keys are marked: 1, 2, 3, Scan Down, and Scan Up. The second row is 4, 5, 6, Memory, and Memory Recall ..."

For easy reference throughout the text of the instructional manual, a coordinate system can be used to locate keys on a keypad. After the keypad has been described, the following statement can be added: "Whenever keys are mentioned elsewhere in the manual, locations will be given by row and column. Rows are numbered, from top to bottom, 1 through 4. Columns are numbered, from left to right, 1 through 5. Thus, the key whose location is given as 'Row 4, Column 5' would be found in the lower right corner of the keypad." Throughout the print manual, the coordinates can be penciled-in as (1,2) which would be read, "row 1, column 2".

Control pads are similar to keypads except that the controls are beneath a smooth, plastic surface. Each control is called a "pad". They are described in the same way as keypads; the consumer can mark the location of each pad with braille tape or raised dots.

3. Compare the size and shape of each control in relation to other controls in the figure.

For example, "The Volume control in the top right corner of the front panel is a large, round knob. Below the volume knob is a smaller, rectangular button labeled 'power'."

4. Whenever possible, read the location and function of a control at the same time. Since

diagrams and the text which explains the function of each control are usually in separate, adjoining sections in an instruction manual, they often will need to be combined by the transcriber. If the explanations for the controls are fairly brief and are arranged in a logical sequence, the location of each control can be inserted before each explanation. If each explanation is fairly long, though, the locations of controls should be listed in a separate section before the explanations, so that the consumer can quickly locate specific controls. Then, locations should be read again before each explanation.

When the order in the explanations section skips from place to place around the control panel, it will be more difficult to insert locations. If this is the case, one of three transcription options can be chosen:

1. The location of each control can be given before each explanation in the usual way (but this can get wordy when a logical sequence can't be established and referred to).

2. The order in which the controls are explained can be changed to correspond to a logical progression around the control panel (but sometimes the order must be preserved to correspond to the operation of the equipment).

3. If locations are very difficult to effectively incorporate into the explanations, locations may have to be omitted from all or some of the explanations. If this is the case, a statement should be inserted at the beginning of the control panel description that says, "Please mark or memorize locations for future reference."

5. Use vocabulary that is descriptive and consistent. Equipment may include many different types of controls:

BUTTONS: Controls that are pushed in to activate the function, and pushed again to

deactivate the function.

SWITCHES: These are pushed left and right, or up and down.

ROCKER SWITCHES: The left or right half of this type of switch is pushed inward to select a function. (The switch "rocks" to the left or right.)

KNOBS: Round, protruding controls that are turned clockwise or counterclockwise.

DIALS: Wheels that are flat against a surface (like rotary phone dials).

THUMBWHEELS: These wheels have a serrated edge and are recessed so that only a segment of the wheel emerges from the equipment casing. (It is turned with the tip of the thumb or finger.)

HORIZONTAL OR VERTICAL SLIDE CONTROLS: Usually bass and treble controls on a stereo are slide controls. They move left and right, or up and down in one, smooth movement to make gradual adjustments.

JACKS: Holes which plugs fit into.

AN OUTER RING AROUND AN INNER KNOB: These usually have associated functions, and can be turned either separately or together.

INDICATOR LIGHTS: The location and color of these lights should be noted. If the consumer is partially sighted, he may be able to see the light, but not the label beside it.

LIQUID CRYSTAL DISPLAY (LCD): These display windows on calculators are usually dark gray print against a gray background. The poor contrast makes viewing very difficult for the partially sighted. However, I recommend describing these at least once in the transcription: If the consumer is working with a sighted aide, he may need to have a knowledge of the LCD to interpret information given to him by the aide.

Some of these terms are interchangeable.

Certain controls may rightly be called a knob or a dial, a key or a button. If the manual uses a specific term for a certain control, that term should be incorporated into your description. If the manual doesn't provide the term, a term should be chosen at the outset of the description, and used whenever that type of control is mentioned.

Some controls have abbreviated labels on the diagram which need to be expanded. For example, the "SQL" control on a ham radio should be read "squelch". Usually these terms can be found in the text of the manual. When they can't be found, or if diagrams are blurred or indefinite, the distributor or manufacturer or the product can be called on to help. (In my experience, these people have been very generous and helpful when I've had questions. Many of the bigger firms even have toll-free 800 phone numbers especially designed to answer queries.)

Positions or graduated markings on a control are also transcribed. For instance, if a switch has multiple positions, each position should be listed. Example: "This is a four position switch. Positions from left to right are marked ON/OFF, REWIND, PLAY MESSAGES, and PERSONAL MEMO." The minute markings on a microwave oven dial (See Fig. 2) are read as follows: "The timer dial turns clockwise, and is marked from zero to 20 minutes in one-minute increments. When the timer is set at zero, the marker on the dial points straight up. The marker is turned 1/8th of a turn to time three minutes, 1/4 turn for six minutes, 3/8ths of a turn for ten minutes, 1/2 turn for twelve minutes, and 3/4 turn for eighteen minutes." The locations of these markings can be either memorized or marked with braille tape by the consumer.

The operation of free-moving controls won't always need to be described, though. Most free-turning controls function in a standardized way: They are turned clock-

wise, or pushed to the right, to increase the function, and are turned counterclockwise, or pushed to the left, to decrease the function. Unless the operation of a control deviates from this standard, it can be omitted to trim off excess clutter from your description.

6. **Write out your description.** Sometimes this involves a few penciled-in notes in the manual. Sometimes a separate narration is indicated. Either way, your delivery will be smoother with less chance of mistakes or omissions if you write things down.

By applying these rules, even the most gizmo-phobic recording transcriber can tackle control-panel descriptions. You simply tell the consumer where all the controls are located in a methodical, clear transcription, and he is the one who has to understand how the gizmo works! So grab that video cassette recorder instruction manual with gusto!! And when you're done describing the front panel, the back panel, the top panel, and the panel that's hidden underneath a lid, forge ahead to the fifty-function remote-control unit!!!

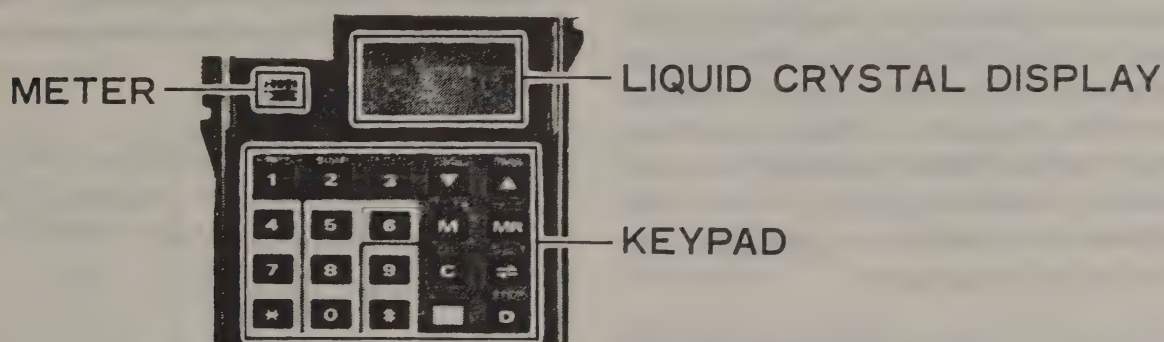


FIGURE ONE. HAM RADIO TRANSCEIVER, PORTION OF FRONT PANEL

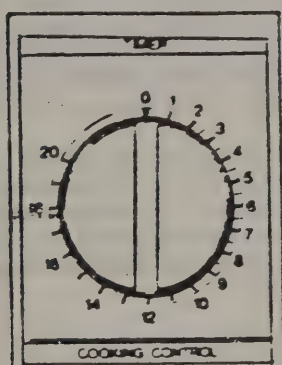


FIGURE TWO. MICROWAVE OVEN TIMER

Leslie Burkhardt
CTEVH Recording Specialist

A Shared Chuckle

Jane Corcoran sent a clipping about ZIP Codes from the San Francisco Chronicle whose headline read: **Whereever you are, he's got your number** — which was obviously a direct translation from a beginner's braille!

Working on Certification? More Hints

Our thanks to John Wilkinson, of NLS, for the following two items:

On a Literary Braille title page, we used to be allowed to spell out the name of a state, or give the dictionary abbreviation (California or Calif.), but not the two-letter Postal abbreviation. That has been changed, as the Postal abbreviations are now listed in the dictionary — you may use CA or AK or AZ etc. provided it is used on the print title page.

Textbooks are now giving the ISBN number following the copyright information. However, this practice has not yet been approved for Library of Congress title pages for your Literary certification.

Frequent problems and errors: Watch out for words that LOOK long in print, and hence tempt you to divide them in the wrong place. Count the cells first! Examples:

Not: com- bin/ed	Should be: <u>combin</u> /ed
Not: dis- entangle	Should be: <u>disen</u> - tangle

Some of the most frequently omitted contractions in test transcriptions include: ance in cancer and cancelled; ar in ar/ound

and arise; ow in names like Horowitz and Halloway; of in roof, proof, profit, profitable, and soft; be, con, and dis, when preceded by to, into or by, as in: to/dissipate, to/continue, by/be/ing, into/confusion; com following to, as in to/come; con at the beginning of a line in a divided word as in:

sub-
conscious

And watch out for unexpected contractions in familiar names of cities and states, like the ness in Tennessee, the ow in Iowa, the ment in Sacramento. If you have some favorite geographical pitfalls, send them along to me to share in future articles.

More on French Braille

Did you save your Summer 1987 issue of TCT? The first article on page 45 contains the alphabet as originally created by Louis Braille:

Was Louis Braille Illogical?

When you first learned the braille alphabet, were you told that the first row of ten letters contained only dots 1-2-4-5 and formed the base of the system; and that by adding dot-3, you got the second row of ten letters; the last row, when dots 3-6 are added, doesn't quite fit the pattern, especially "w" which contains only dot 6. Did you ever wonder how this neat "decimal system" happened to go astray when Louis Braille invented it?

Well, he wasn't illogical at all—he was French, not English, and the French language doesn't use the letter "w" (except in words which have crept in from English in recent years). However, French does contain a number of accented letters. Bearing this in mind—voilà!

a	b	c	d	e	f	g	h	i	j
⠁	⠃	⠉	⠑	⠅	⠋	⠗	⠓	⠎	⠚
⠉	⠋	⠑	⠓	⠚	⠛	⠜	⠝	⠞	⠟
k	l	m	n	o	p	q	r	s	t
⠏	⠕	⠍	⠎	⠔	⠖	⠗	⠘	⠙	⠞
⠏	⠕	⠍	⠎	⠔	⠖	⠗	⠘	⠙	⠞
u	v	x	y	z	ç	é	à	è	ù
⠥	⠦	⠭	⠮	⠯	⠼	⠹	⠸	⠼	⠻
⠥	⠦	⠭	⠮	⠯	⠼	⠹	⠸	⠼	⠻
â	ê	î	ô	û	ë	í	ü	œ	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	
⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠	

Our "w" is the next open position, in the dot-6 row.

This clarifies for us why we don't use Literary Braille's dot-4 at all when doing "truly foreign" braille, as each accented letter has a specific sound and meaning, with the letter and its accent both complete in one cell. And it also is why we cannot use our English Grade 2 contractions when we are doing the French portions of a French textbook (or any other foreign language).

Some foreign languages have their own contracted braille codes, based on the logic of the particular language, such as French and German. (Italian doesn't use contractions, nor do a number of other languages. There have been several Spanish codes but none that is an accepted unified code, to the best of my knowledge.)

However, if one of your clients is a serious student of French, you might want to pass on the information that there is indeed a Grade 2 French. Their code-book is called: ABRÉGÉ ORTHOGRAPHIQUE ÉTENDU INSTRUCTIONS ET TABLEAU À L'USAGE DES COPISTES DE LA BIBLIOTHÈQUE

and it can be purchased from:

ASSOCIATION VALENTIN HAÛY
POUR LE BIEN DES AVEUGLES
9, RUE DUROC
PARIS 7
FRANCE

For example, a student taking a course in Comparative French Literature might find his required books are already available in French Braille and can be purchased directly, instead of having to have them transcribed here — provided the student can read French contracted braille.

Unfortunately, the book explaining the code is brailled in the contracted French code! But some years ago I had a French-born student who did a translation from the print copy. Should a serious French student need access to their code, do let me know and a braille transcription can be done.

A few points to pique your interest: They use dots 4-6, rather than dot 6, to indicate a capital. Dots 2-5 means "con" in front of a consonant, but means "cr" in front of a vowel. The letter combination *blt* means the word-ending *bilité*. The letter combination: *bm* means the word-ending *ablement*.

Learning this code obviously is a challenge to be undertaken only by the really serious student of French — and aren't we transcribers lucky that we'll never be asked to produce it!

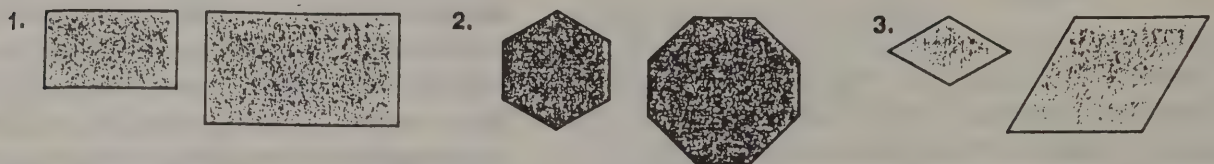
Norma L. Schechter
CTEVH Literary Braille Specialist

Tactile Illustrations

The California State Department of Education adopted four new math series this year for grades K—8. These texts, each with an accompanying workbook, add up to 72 books to be brailled. As usual, they contain many challenging problems in tactile illustrating. Some, from a fifth grade book, are discussed below.

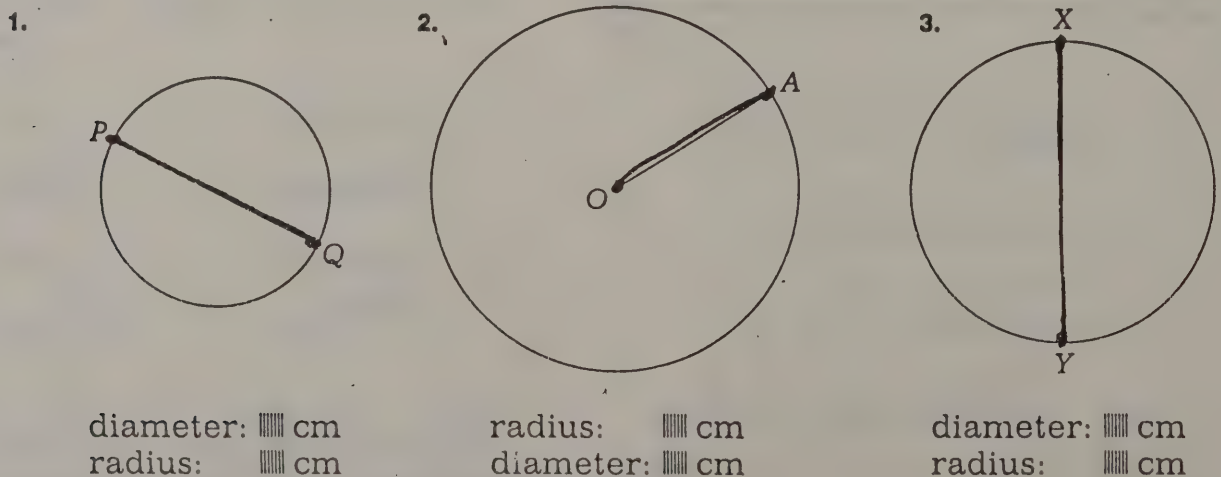
I. These figures may be done using a spur wheel. However, whenever you use a spur wheel to emboss a figure having more than four sides, it is advisable to place a small dot at each vertex. (You can use the Howe Press Free-Hand Drawing Stylus.) Try closing your eyes and reading a hexagon and an octagon without the dots. It is very difficult to distinguish them from a circle.

Are the figures similar? Write **yes** or **no**.



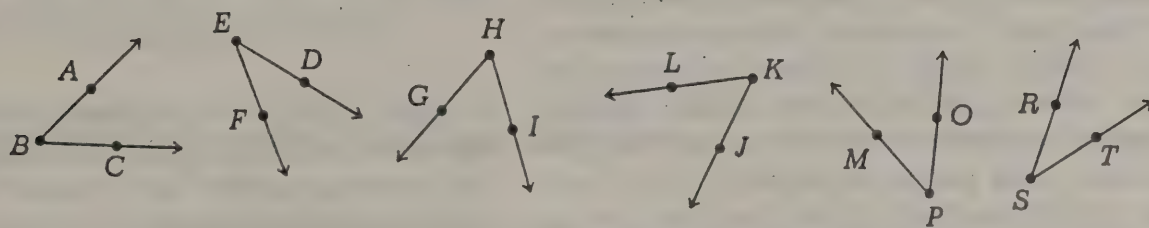
II. When the student is directed to measure a figure or line with a ruler, make the figure of cardboard and the line with heavy string so that the ruler will have something to press against.

Measure the diameter or radius shown in red.
Double or divide by 2 to find the other.



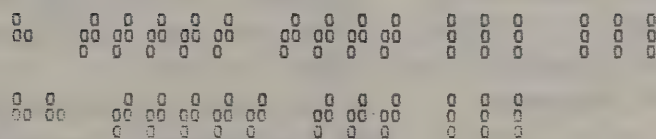
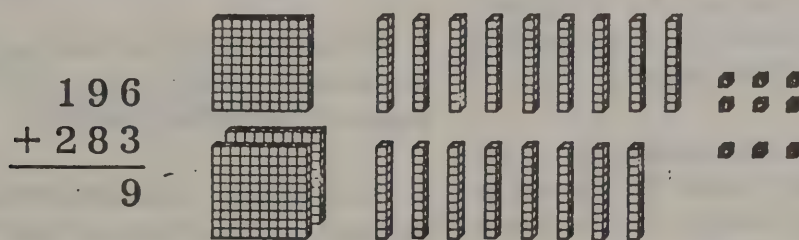
III. In the example below, notice the words "You may need to trace and extend the rays." Have you ever seen a braille protractor? It has a diameter of three inches. If the student is to measure an angle, the rays of the angle must be at least 3-1/2" long in order for the blind student to measure them. It is also helpful to place a large dot at the vertex so that the protractor can be anchored there. (Howe Press Jumbo Dotter works well here.)

2. Which pairs of angles are congruent? Use your protractor. You may need to trace and extend the rays.



Remember, when you do tactile illustrations, try to imagine the student using the page. Close your eyes and see if you can perform the task required of the student. It would be a good idea to keep a braille ruler and a braille protractor with your drawing supplies.

IV. The following illustration is part of a larger display, but as it stands here, these figures do not need to be embossed. A TN should be used to say that h stands for one hundred, t stands for ten, and 1 stands for one block. Then arrange as shown.



Jane M. Corcoran
CTEVH Tactile Illustration Specialist

Computers and Tactile Illustrations

Several transcribers have written lately asking how to deal with illustrations now that they are transcribing with a computer.

All books transcribed on a computer must be transcribed in the same way as if that book were done on the Perkins, or with a slate and stylus.

Transcription by computer is intended to aid the transcriber. It does not change the way a blind student reads, nor does it change his needs. When a blind student studies mathematics in high school and college he needs to be able to read tactile illustrations for a complete understanding of the material being presented. If he has never had drawings in early grades, he will assuredly not understand them and be able to use them in college. Furthermore, there are now many programs for the blind that enable them to produce graphs of all types — pie, bar, and line — in both braille for their own use, and in print for their sighted colleagues. If they have had no experience with tactile illustrations through their school years they will be seriously limited in this area.

How can you combine the use of a computer for transcribing with the real need for (sometimes extensive) tactile illustrations?

When transcribing on the computer, you must leave the necessary room for drawings in the same way you would if you were working on the Perkins. Prepare your pages with the necessary braille — running head, page numbers, text, identifiers (such as Figure 5. The equation of . . ." and the centered figure number on line 25) as prescribed in "Guidelines for Mathematical Diagrams."

Now, depending on your particular situation, after you have proofed and corrected your pages, you would proceed in one of two ways:

1. After the file(s) are embossed, have the entire volume(s) returned to you and make the drawings on the appropriate pages.

or

2. After the file(s) are proofread and corrected, get out the Perkins, make duplicates of the pages on which there are drawings, and make the drawings.

3. After you have completed either of the above, write in the upper left hand corner of the drawing page(s) the volume number in which that page belongs.

4. Thermoform that page:

a. If you have the volume, replace the "blank" page with your thermoform page, discarding the page that was "blank."
b. If the duplication, binding, etc. is to be embossed, etc. at another location, you will have done #2 above. In this case, when you send the disk(s) also send the Thermoformed pages, informing the agency that these pages are to replace the "equivalent" pages coming off the embosser.

5. Whoever is to be listed as depository for the master should retain the masters of the pages to be thermoformed.

6. "Catalogues" should include the number of disks for the title, as well as the number of thermoformed pages needed for that title.

In this way, if I have the master of a book you want, I could respond to your inquiry by telling you that I would send you a copy for either

a. the total number of pages in the book. (In this instance, I would be embossing and thermoforming at my facility.)

b. the total number of disks + the total sheets of Brailon required. (In this case, I would be sending you copies of my disks for

you to emboss, plus I would be thermoforming the required number of drawing pages to send to you.)

Both are available from National Braille Association, 1290 University Avenue, Rochester, NY 14607

There are two good sources for "how to" drawings:

Guidelines for Mathematical Diagrams, \$9.50 plus \$1 postage

Report of Elementary Mathematics Workshop, Southfield, May 1977; \$2.90 NBA members; \$5.80 non-NBA members.

Joyce Van Tuyl

CTEVH Braille Mathematics Specialist

Jane Corcoran

CTEVH Tactile Illustration Specialist

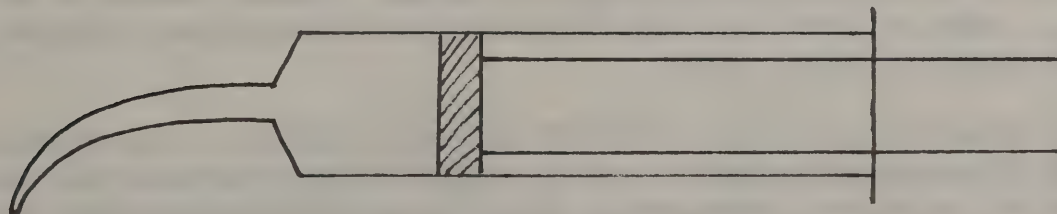
Help! In Gluing String

Marian Reese of the Seattle Area Braillists put me on to a most marvelous aid. At every tactile illustration workshop I have ever attended — whether my own or someone else's — braillists have asked if there were not some magic technique for gluing down string. Well, there is.

It is a syringe labelled Monoject[®]. It may be found in your local hobby shop along with other glue dispensers. If not, try your veterinarian. Mine buys them by the hundred and was willing to sell me a few, at cost, to make available to our braillists. It fits nicely in the palm of the hand and can therefore be used one-handed. A round-headed pin is used to plug the tip to keep the glue from drying out. The glue can be kept in it for long periods of time. It will lay down either a very thin line of glue or a thick line of glue according to your technique. A rough sketch is shown below. (HINT: Be sure to fill it by drawing glue up through the tip.)

Jane M. Corcoran

CTEVH Tactile Illustration Specialist



Shown actual size

As if you were not having enough trouble digesting all the information regarding the new rules; puzzling over the data and cursing the mis-information you've received from various sources, I'm going to attempt, one more time, to clarify a sentence I gave you on page 77 in last Fall's TCT. It pertained to the letter sign, and through a series of unfortunate circumstances, the printed hints given on page 83 of that same issue only listed some of the correct ways in which to write the letter/number combinations contained in that sentence. THEN ... in the Winter TCT the correction on page 117 incorrectly stated that ALL the letters in the sentence should bear the letter sign.

So ... once again, here is the sentence (in print) followed by simulated braille to indicate the proper way to write each of the letter/number combinations in the sentence.

10. I have visited these apartments: 22b, 32A, and 25W on the 9th floor; and b-3, A3, m3 and 5-H.

[illegible]

The original reason for most of this mixup was due to my preparing and submitting the sentence to TCT Editor prior to rule changes, and then my attempt to get a correction printed in the same issue of TCT. This didn't work out and it went down hill after that. My apologies to all of you who attempted to make some semblance of order out of this chaos. For those of you who use TCT as your primary source of information about rule changes, etc., I'm sure it has been very frustrating. I'm really sorry about that.

I highly recommend that if you have not already done so, you write to the Library of Congress for your copy of "Changes to the 1972 Revision Adopted by the Braille Authority of North America July 1987". Hopefully, the Krebs Publications Committee will have the changes for the "Green Krebs" available by the time this issue of TCT is in your hands.

Many people have found errors in the official changes. (Norma promised a list for this issue). So ... when we finish correcting the changes and correcting the corrections, we should have it all down pat. Right? Right!

We cannot stress strongly enough: **DO NOT CHANGE CODES IN THE MIDDLE OF THE STREAM.** If you are in the midst of a book, complete it under the code rules in effect when you began the assignment. Your net task should be started using the rule-changes.

Betty Schriefer
CTEVH Literary Braille Specialist

Intelligent Information Technologies Corp. has developed a program which quickly searches for the situations that cause frustrating embossing problems: line length over 40 cells and inadvertent insertion of an invisible control character which does not appear on the screen display. Robert Stepp has generously allowed free distribution of this Apple DOS 3.3 file which can be shared with any braille agencies or transcribers.

Workshops, TCT articles and Elinor Savage's ED-IT Manual have stressed the importance of checking each file before sending your disk for embossing. The INSPECT program will enable you to do this easily. Once the module has been stored on your ED-IT disk (see below), the command **OW/%INSPECT** is used to check the file currently in memory. For subsequent files, **OW** is sufficient. The screen will display "GOOD NEWS" if all is well; if errors exist you will see line numbers for each line where errors exist, followed by the letter L or C (to indicate a line length or control character problem) for each error in the file. To remove characters, use the **M** command on each line with the C error and type **&** beneath each blank space. Use the **M** command also to modify lines of over 40 cells in length unless you have an embosser which has the capacity to handle more than 40 cells. Once you have made the corrections, repeat the **OW** command, which should result in the "GOOD NEWS" message. Then save the corrected file to disk with the **E** command and **GET** the next file to be checked.

While the 40 cell limitation is not mandatory, remember that another agency across the country may need your transcription. It is far easier to send duplicates of your disks to be embossed there than to ship already embossed volumes. If we standardize on a 40 cell line length, all embossers can be used.

If you have left line numbers on, the line length will, of course, often be greater than 40 cells. Either turn off the line numbers or respond with **F** to the message: "P proceed with line numbers ON; F proceed with numbers OFF."

For EMBOSSEER program users, the entire disk can be checked using the INSPECT module. Process the disk in the usual manner, but use INSPECT as the name of the interface module. Answer "YES" when questioned whether you have a device in port 41.

To copy the INSPECT file onto your ED-IT or EMBOSS disk, first remove the "write protect" tab. BOOT your computer with APPLE DOS 3.3 and use the APPLE utility program FID by inserting the disk containing FID into drive 1 and entering the command **BRUN FID**.

Respond to each of the following queries as indicated:

"WHICH WOULD YOU LIKE?"	1	(i.e., copy files)
"SOURCE SLOT?"	6	(i.e., card for drives is in slot 6)
"DRIVE?"	1	
"DESTINATION SLOT?"	6	
"DRIVE?"	2	
"FILENAME?"	O%INSPECT	(i.e., O is letter oh)

Then insert the disk containing the O%INSPECT module into drive 1 and your ED-IT disk into drive 2. When ready press <RETURN> and the file will be copied.

A copy of the INSPECT program can be obtained by sending a blank disk to:

CompuBraille, Inc., 2791 24th Street, Room #7 Sacramento, CA 95815 916-452-6189

Diann and Ken Smith

CTEVH Computer-Assisted Braille Specialists (Northern California)

Although this material is included in the ED-IT Manual, it is repeated here because many of you are still making mistakes that cause embossing errors. Please read this, and carefully check every disk you send to be embossed.

EMBOSSING ERRORS OCCUR WHEN A PAGE CONTAINS MORE OR LESS THAN 25 LINES.

Just as you always had 25 lines on a braille page, including blank lines occasionally, you must always have exactly 25 lines on each page when you use a computer. You can check to make sure every page has exactly 25 lines by entering **RETURN +25**, and then starting on line #1 of your file. Each time you press **RETURN** you should see the first line of each page, which will have a page number, or a running head with a page number. If you get any line other than a first line, you do not have 25 lines on the page. Find the first line of the page, determine whether lines should be added or deleted, and correct this error before proceeding. Then go back to line #1 in your file and start the check again. Making a mistake on one page can often affect all of the pages that follow in that file. So every time you correct this error, be sure to run the **RETURN +25** check again from the beginning of the file.

If you are using braille page numbers, run this check again starting with line 25. Each time you press **RETURN** you should see a line with the running braille page number.

It is very important to run these checks on every file as the last thing you do before sending a disk to be embossed.

EMBOSSING ERRORS OCCUR WHEN THE NUMBER OF LINES IN A FILE IS NOT A MULTIPLE OF 25.

Every file must have an exact total of lines that is a multiple of 25. There are several ways that extra lines can get into a file, but there is only one way to make sure that

every file has only an exact multiple of 25. You must enter the command **??NP* [R]** (or **??P*** if you work with the line numbers on) when you finish a file. This will give you the number of the last line of the file. If it is any number other than a multiple of 25, you must check the last lines of the file and delete any that are there by mistake, or add lines until the last line is a multiple of 25.

EMBOSSING ERRORS OCCUR WHEN THERE ARE MORE THAN 40 CELLS ON A LINE

The ED-IT Program allows you to put many more characters than 40 on a line. These additional characters will show on the screen at the beginning of the next line — in other words, as a runover line — but they are still part of the same line number. You will get a beep for every character you insert after the 40th, so you will not usually make this mistake when you are inserting. However, when you are making corrections and you add characters to a line, it is sometimes easy to overlook the fact that the line has now become more than 40 cells long.

The Thiel embosser, which is the embosser used by NBA, CompuBraille, and several other agencies which do embossing, will emboss any characters after the 40th on the next line. This inserts an additional line on the page and throws off every page which follows. Triformation's Personal Braille embosses added characters at the beginning of the same line, so you have a dot error on your line, but the number of lines remains the same.

The only way to check for lines that may contain more than 40 cells is by careful proofreading. As you scroll through the file with the **RETURN LP** command, pay special attention to the spacing between the prompt lines. An extra line will show up rather clearly, which is the consequence of more than 40 cells.

Elinor Savage

CTEVH Computer Notation Specialist

This is the age of information. We are often presented with a bewildering variety of choices in our lives. Computers and technology have enabled us to expand our horizons and our ability to process more and more information. New products (software, hardware, databases, periodicals, etc.) have made a difference in the lives of many persons with visual impairments. A number of organizations and publications are available to assist us in filtering out and synthesizing this assortment of data.

Two periodicals that I have found especially useful are:

The Communicator

The Communicator Publishers, Inc.
Rt. 4 Box 263
Hillsville, VA 24343-8047
703-766-3869 (evenings)

The Communicator is published bi-monthly in January, March, May, July, September and November. Subscriptions are \$10 per year. Back issues are \$2 each.

They welcome articles from anyone interested in sharing whatever information they have to benefit those who work with the visually impaired population. The Communicator is compiled by a group of concerned educators. Their aim is to bring you current and relevant information in a timely fashion.

The publication is produced in regular print, large print and audio cassette. A recent issue (July-August 88) included software reviews of Hot-Dots braille translator for IBM, Macintosh enlarged screen, Keytalk beginning literacy activity for beginning readers using Apple computers and Echo speech synthesizers, large print computer games and a film "Age of Intelligent Machines" featuring Stevie Wonder, written and hosted by Raymond Kurzweil. Other articles discussed using a VCR to assess/improve visual functioning, realistic expectations, and tips and techniques for teachers.

Closing The Gap

PO Box 68
Henderson, MN 56044
612-248-3294

Subscriptions are \$21 per year. CTG is published bi-monthly in February, April, June, August, October and December. This publication and its yearly Resource Directory are an invaluable source of information regarding computer technology and all areas of disability. Book and software reviews, conferences, articles and advertisements by suppliers of this special technology fill the tabloid-size newspaper. The Resource Directory is organized by Hardware, Software, and Organizations, with quick reference matrices to aid in finding specific input devices, output devices, types of computers, types of software, types of services, and disabilities, etc. I keep mine right at hand!

Other periodicals of interest are:

Microcomputer News for Teachers of VH Students

Catherine Mack
207 N. San Marco Avenue
St. Augustine, FL 32084

This quarterly publication is a good way to keep up with what is new and usable with visually impaired students. Subscriptions are \$5 per year.

Raised Dot Computing Newsletter

408 S. Baldwin St.
Madison, WI 53703

Published monthly in 18 pt. print (\$18/yr), on tape (\$20/yr) and on diskette (\$30/yr). Excellent articles relating to RDC software (BEX, TranscriBEX) and other software and computer products for the visually impaired.

Sue Reilly

CTEVH Computer-Assisted Braille & Large Print Specialist

Text set off in boxes should be presented in the same manner in braille. The box line is an eye catcher so the braille is a finger catcher. Box lines do not waste space. (In TBF wasted space is not the concern it is in literary braille.) The box should be brailled at the appropriate place in the text.

The opening box line is a series of dots 2-3-5-6 across the braille page and is placed only at the beginning of the box.

No blank lines are left before the opening line. TBF guidelines are in effect after the box line so you braille accordingly. Example: A centered heading should be placed on the line directly below the opening box line.

The closing box line is a series of dots 1-2-4-5 across the braille page.

No blank lines are to be left after the closing box line, except when the following text requires it. Example: The box line is followed by a cell 5 heading. Cell 5 headings have a blank line before them. The print page number may appear at the end of an opening box line and the braille page number may appear at the end of a closing box line, separated in each case by 3 blank cells.

There need be no blank line between a box line and the new page indicator. For instance, the closing box line may appear on line 15 and the new page indicator on line 16; or the new page indicator may appear on line 15 and the opening box line on line 16.

The closing box line may appear on line 25, but not the opening box line.

When a box requires the use of the full braille line, left-side and right-side boxing lines are not needed (Rule VII, section 24a, page 43 in TBF).

Whenever possible a box should be completed on a braille page. Please do not start

the box in the middle of the braille page and run over a few lines on the following braille page; just put the whole box on one braille page (Remember this is TBF). Our goal is to make it easily understood (simple) for the reader, not the transcriber.

When adjoining, or side-by-side, boxes are shown on one print page and the braille can be accommodated in the same way, a vertical line of full braille cells, (dots 1-2-3-4-5-6), with a blank cell before and after this symbol, must be used between the boxes.

If this arrangement cannot be transcribed as in print, the boxes will have to be arranged vertically in braille. Insert a Transcriber's Note (TN) before the box describing the print placement; then use Rule VII, section 24h(3).

The first box is preceded by the opening box line (dots 2-3-5-6). At the end of the first box use a row of full braille cells (dots 1-2-3-4-5-6), as this symbol separates the second box from the first box. Using a closing box line (dots 1-2-4-5) at the end of the last box.

When boxed material is continued on more than one print page, it should be brailled as a single box. The new print page indicator is used in its normal place within the box.

When boxed material is shown line for line across two print pages, it should be brailled as a single box using combined page numbers.

When boxed material reads across two print pages and has regular text on the page as well, place the box in the appropriate place with a TN immediately preceding the box line describing the print page placement of the boxed material.

Billie Anna Zieke
CTEVH Textbook Format Specialist

Code of Professional Responsibility for Attorneys

Canon 1. A lawyer should assist in maintaining the integrity and competence of the legal profession.

Canon 2. A lawyer should assist the legal profession in fulfilling its duty to make legal counsel available.

Canon 3. A lawyer should assist in preventing the unauthorized practice of law.

Canon 4. A lawyer should preserve the confidences and secrets of a client.

Canon 5. A lawyer should exercise independent professional judgment on behalf of a client.

Canon 6. A lawyer should represent a client competently.

Canon 7. A lawyer should represent a client zealously within the bounds of the law.

Canon 8. A lawyer should assist in improving the legal system.

Canon 9. A lawyer should avoid even the appearance of professional impropriety.

Code of Judicial Conduct

Canon 1. A Judge should uphold the integrity and independence of the judiciary.

Canon 2. A Judge should avoid impropriety and the appearance of impropriety in all his activities.

Canon 3. A Judge should perform the duties of his office impartially and diligently.

Canon 4. A Judge may engage in activities to improve the law, the legal system, and the administration of justice.

Canon 5. A Judge should regulate his extra-judicial activities to minimize the risk of conflict with his judicial duties.

Canon 6. A Judge should regularly file reports of compensation received for quasi-judicial and extra-judicial activities.

Canon 7. A Judge should refrain from political activity inappropriate to his judicial office.

An attorney is an officer of the court. As such, lawyers are expected to conduct themselves with

thing said to an attorney by a client or a prospective client in a private consultation is strictly

Today I received my copy of the 1988-89 *Products for People with Vision Problems*. There are many products in this catalog from the American Foundation for the Blind that are designed/adapted for persons with many eye conditions. There are watches and clocks with large numerals — white on black or black on white. Also listed are kitchen timers and alarms with large numerals. Many popular games have been adapted for use by the blind or partially sighted. Kitchen gadgets have been included which make cooking safer and more enjoyable. There are many health care, writing, and carpentry items included as well as calculators, recorders, dialers and other telephone gadgets.

Large Type

All of the items are carefully selected and are shipped promptly when phone or mail ordered. For more information about the catalog, you may contact the regional office in San Francisco at 111 Pine St., Suite 725, San Francisco 94111. The New York headquarters from which materials are shipped is located at 15 W. 16th St., New York, NY, 10011 212-620-2000, TDD# 212-620-2158.

Marian Wickham

Hot off the Press



News of Groups

American Red Cross, Berkeley Service Center, Braille Department, announces that equipment is in place for Computer Braille production. They are now entering documents into the word processor, but a few problems remain before the embosser produces braille copy. The Berkeley group has suffered from lack of new braillists and the computer set-up will insure continuation of their service. Volunteers without braille knowledge will be able to operate the word processor. Later, trained braillists will edit copy with the appropriate Braille commands. With further training, volunteers will master the entire process.

Beach Cities Braille Guild provides recreational reading for children of all ages — masters are being deposited with California School for the Blind, 500 Walnut Avenue, Fremont, 94536

In June, **Braille Transcribers, Sacramento North Area**, marked another year of productive braille transcribing; all members gathered at Chairperson Betty Schriefer's home for a pot-luck luncheon before dispersing for the summer. The group recently purchased their first Tandy computer, giving some members an opportunity for hands-on computer braille for the first time. A few members already have their own personal computers, but the Tandy purchase will allow all other members to have the computer experience while providing materials for the students.

CTEVH board has approved placement of one of their Tandy computers in the home of Chairperson Betty Schriefer and she is busily proving that she is indeed a prolific transcriber (one of the requirements)!

Lutheran Braille Workers, Inc. produces Biblical and devotional braille and large print materials and sends it FREE upon request to all who can use it. They produce braille in 41 language codes, large print in 8 languages. They also have a group of hand-transcribers who hand-transcribe religious braille as approved by their Board of Directors.

Ventura County Braille Transcribers now offer computer transcribing. Can anyone offer suggestions or solutions to some of their current problems? (1) Getting the VTEK embosser to work properly with Blessum transcribing program. Does anyone have a similar problem? Contact Ann Robertson at 805-654-1180 or Helen Zillmer at 805-659-0295. (2) Setting up a good current list of books available on disk through transcriber organizations. (3) Getting members to volunteer their time to the organization.

San Fernando Valley Braille Transcribers Guild have recognized the many years of volunteer braille by several members:

29 years	Evelyn Falk
27 years	Leah Morris
26 years	Rollie Greene
22 years	Lil Gardner
22 years	Dorothy Dunsmore
20 years	Hana Posin
16 years	Dorothy Wall

Volunteers of Vacaville honored their members and awarded perpetual award trophies for their work in aid to the visually impaired:

Joe Curry	Volunteer of the Year
Thomas Mason	Worker of the Year
David Wynne	Reader of the Year
David Herman	Reader of the Year

Betty Schriefer	Chairman's Award (for outstanding sponsor of the year)
Chris Mackey	Jim Todd Memorial Award (for outstanding contributions to the Volunteers of Vacaville)

Jean McHuron of **Oakmont Visual Aids Workshop** writes about her recent trip to China — she brought along some of the aids that the Oakmont group makes:

Arriving in Nanning, China, she was met by a lovely young interpreter who took her first to a Massage Hospital; all of the Massage Doctors are blind, have two years training, and live on the premises.

Next, they went to a school for the blind, deaf, and mute. They have more deaf than blind children in China — not too many babies born blind, and deafness caused presumably from infections. The school had 120 pupils and 35 teachers, all living in a compound with locked gates. Everyone was clean and shining but noticeably poor. Jean visited a class for the blind where the students, ages about 7 to 16 years old, were taught in the same classroom. Then she visited a class for the deaf and mute; they had a blackboard and were learning from the teacher's writing as well as from sign language.

The principal of the school and her aide were very enthusiastic about the aids that Jean brought with her — immediately they said "fractions" when they saw the new fraction boards and read "Big and Little" from the cover of that book.

So a bit of California labor of love is being used in China. Hope Jean will keep us informed of the ensuing developments and what kind of aids they will be requesting from the Oakmont group.

Transcribing Classes

Berkeley

Computer Braille classes — Monte Churchill, instructor, at American Red Cross, 2116 Allston Way, Berkeley 94704 (415-845-1430).

For further information, contact Lucy Garcia, Chairperson, same address, same telephone number.

Carmichael

Literary Braille — Elizabeth Schriefer, instructor, at Starr King Exceptional School, 4848 Cottage Way, Carmichael, 95608. For further information, contact Elizabeth at 916-486-9242 or Cathy Rothhaupt at 916-971-7411.

Huntington Beach

Literary Braille — Norma Schechter, instructor, at Christ Presbyterian Church, 20112 Magnolia Ave., Huntington Beach, 92648.

For further information, contact Norma at 714-536-9666

Pacific Grove

Literary Braille and Textbook Braille — Marjorie Davis, instructor, 1118 Pelican Road, Pebble Beach, CA 93953 (408-372-2661). For further information, contact Margaret Parenti, 1114 Saw Mill Gulch, Pebble Beach, CA 93953 (408-372-1967).

San Francisco

Literary Braille — Hilda Isles, instructor, at 1351 42nd Ave., Room 6, San Francisco, CA 94122. For further information, contact Evelyn Daiss, 1466 44th Ave., San Francisco 94122.

San Jose

Literary Braille — Bea Bowers, instructor, at 101 N. Bascom Ave., San Jose, 95128. For further information, contact Peggy Dodge, Chairperson, at same address or telephone (braille room) 408-298-4468, (home) 408-296-1188.

New Officers/ Addresses

Add these notes to your old LOCT (List of California Transcribers) while you are waiting for the new edition:

Braille Division

Berkeley-West Contra Costa Chapter

American Red Cross

2116 Allston Way

Berkeley, 94704

Chairperson: Mrs. Lucy Garcia

Co-Chairperson: Mrs. Margaret Benedict

Braille Transcribers, Sacramento North Area

c/o Starr King Exceptional School, Braille Center

4848 Cottage Way

Carmichael, CA 95608

Chairperson: Betty Schriefer

Vice-Chair: Muriel Bright

Treasurer: Gertrude Slutzi

Secretary: Cathy Rothhaupt

Laguna Hills Transcribers, Inc.

24921 Muirlands Blvd. (253)

El Toro, CA 92630

Treasurer: Thomas C. Chewning

Lutheran Braille Workers, Inc.

PO Box 5000

Yucaipa, CA 92399

Executive Director: LeRoy Delafosse

President: Mrs. Virginia Wulfestieg

First Vice-President: Mrs. Roberta Werth

Monterey County Braille Transcribers, Inc.

PO Box DF

Pacific Grove, CA 93950

Chairperson: Mable Locke, 8545 Carmel

Valley Manor, Carmel, 93923 (408)-624-1281

Assistant Chair: Margaret Parenti

Treasurer: Marie McCrary

Secretary: Pat Shepner

Recording for the Blind, Inc.

Los Angeles Unit

5022 Hollywood Blvd.

Los Angeles, CA 90027

Chairperson: David A. Grey, 1800 N. Vine St., Hollywood 90028 (213)-469-5900

Vice-Chair: Mrs. Lewis Johnston

Secretary: J. Robert Shanahan

San Fernando Valley Braille Transcribers Guild

7177 Costello

Van Nuys, CA 91405

As of January, 1989:

Chairperson: Ilene Goltz, 7177 Costello, Van Nuys, CA 91405

Vice-Chair: Lou Ella Blessum

Secretary: Jane Carpenter

Treasurer: Hana Posin

Ventura County Braille Association

PO Box 3353

Ventura, CA 93006

Chairperson: Ann Robertson, Balboa

Middle School, 247 S. Hill Rd, Ventura

93003 day phone (805) 654-1180

Membership Chair: Marianne Porter, 5662 Willor View Dr., Camarillo 93010 (805) 987-7931

Volunteers of Soledad

CTF South

PO Box 686

Soledad, CA 93960

Sponsor: Edilberto Baello

Administrative Coordinator: Robert Adami

Operations/English Volunteer Coordinator: Dave Bell

Interesting Transcriptions

Braille Transcribers, Sacramento North Area
c/o Starr King Exceptional School, Braille Center

4848 Cottage Way
Carmichael, CA 95608

I.B. by Archibald MacLeish (a play in verse) copyright 1958

Contra Costa Braille Transcribers

Attention: Ann Kelt

514 Freya Way
Pleasant Hill, CA 94523

(work) 415-222-1430

(home) 415-682-4734

To give away! unbound, one copy each

Beginning Algebra, 4th Ed., by Miller Leal, Scott Foresman, 1984

Beginning Algebra, 3rd Ed., by Gobran, Prindle, Weber & Schmidt, 1983

Intermediate Algebra, by Frisk Gustafson, Brooks/Cole, 1984

Kings Tape Library for the Blind

202 W. Grangeville Blvd.

Hanford, CA 93230

Write to the library with statement of eligibility. Book loaned for four weeks.

Mothers of Invention, by Vare and Ptacek, 1988, (one volume, on tape)

Laguna Hills Transcribers

Order from: Press Dept., Braille Institute, 741 N. Vermont, Los Angeles, 90029

The Fourth Wave by T. Muller and T. Espenshade, 1985 (braille, 7 volumes, may be purchased).

San Fernando Valley Braille Transcribers Guild

4784 Park Encino Lane

Encino, CA 91436

Elementary Algebra Part 2, by Richard Denholm (braille, 31 volumes)

Business Math Using Calculators, by Sharon Burton, 1985 (braille, 25 volumes)

Sixth District California State PTA

101 N. Bascom Ave.

San Jose, CA 95128

Introductory Algebra 2, 4th Ed., by Russell F. Jacobs, 1982 (braille, 32 volumes, 1738 pages) May be purchased for 10¢ per page and 70¢ per volume to punch and bind; telephone Peggy Dodge at 408-298-4468.

Wagons West Series by Dana Fuller Ross (completed 21 in the series — can be borrowed from their braille library).

Ventura County Braille Transcribers

Attention: Dorothy Leeds

1215 Anchors Way

Ventura, CA 93001

805-642-5798

Wordstar WordProcessing Computer Manual

Write to Dorothy Leeds for current list of books being transcribed.

Volunteers of Soledad

PO Box 686

CTF South

Soledad, CA 93960

Various English/Spanish titles on 3-400 tape, may be purchased.

Send for current catalog — no cost for available titles.

For special requests: Send book and cassettes; recorded on two-track 1-7/8 unless otherwise specified by requestor.

Northern Nevada Braille Transcribers

c/o Lois Baskerville

1015 Oxford Ave.

Sparks, Nevada

Thermoform or computer copies available for the following titles:

Instructions for SILENT PAGE II, Assistive device for the hearing impaired and the hearing and visually impaired, Quest Electronics (20 pages)

Thought Conditioners, by Norman Vincent Peale (32 pages)

Nucleus Multi-Channel Implantable Hearing Prothesis Handbook, from Nucleus Corporation (18 pages)

Cochlear Nucleus 22 Channel Cochlear Implant System Speech Processor Accessories Kit (8 pages)

Sony Electret Condenser Microphone — Manual (8 pages)

Acceptance, by Vincent Collins (18 pages)

Faith Builders, by Norman Vincent Peale (38 pages)

Live Longer and Better, by Norman Vincent Peale (32 pages)

Thermoform or computer copies available; a computer disk with these transcriptions (Apple IIe, ED-IT Program) can be made available for copying:

A Sampler of Diabetic Diet Recipes (collected by Leila Hospital) plus table of contents (32 pages)

Seasons of the Soul, A Book of Meditations by Robert Weston, 1983, Unitarian Universalist Association

UFF-DA — Norwegian Jokes, collected by Charlene Powers (91 pages)

Multiple Sclerosis, a collection of articles (41 pages)

Large cell braille stories, for touch-impaired braille users:

The Impossible Dream, by Guy Shipler as printed in Nevada magazine, (19 pages) about bringing water over the Sierras to the Comstock mines.

Hailing Halleys by Sally Zanjani, as printed in Nevada Magazine. About Halley's Comet's first appearance in Nevada in 1910 (14 pages).

The Search for Shangri-Spa by Christopher Kary, as printed in Nevada Magazine. About a mineral-spa in the middle of the desert (14 pages).

The Parable of the Lilacs by Gerri Walton, as printed in ENSIGN (8 pages).

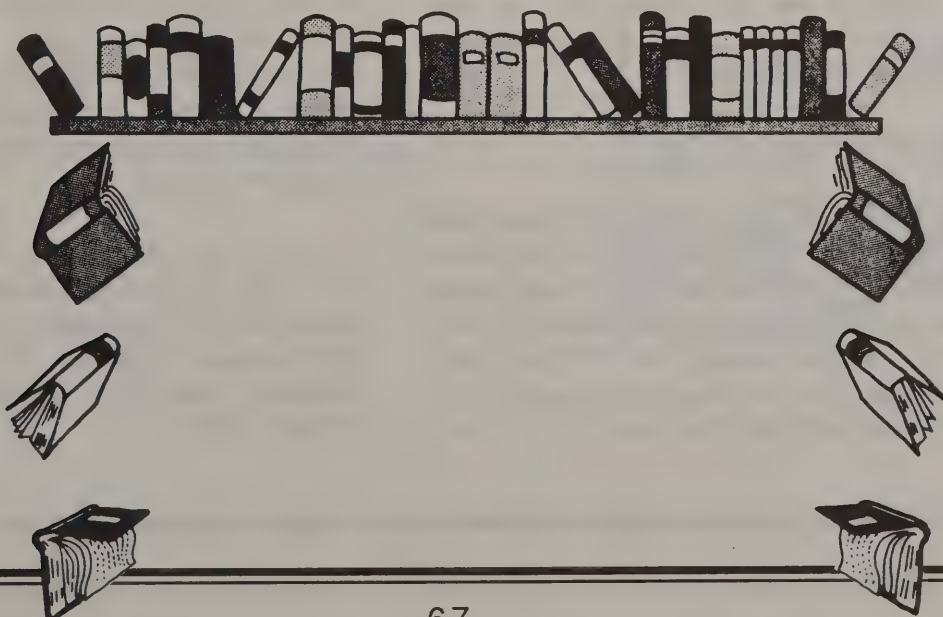
Bonny's Big Day, by James Herriot. About an old man and his old horse (12 pages).

The Quotable Mark Twain, by Patrick Burke, as printed in Nevada Magazine (24 pages).

A Smile Retrieved by Florence Smith, as printed in ENSIGN (14 pages).

"Yea, Though I Walk Through the Valley ..." by Robert Baker, as printed in ENSIGN (21 pages).

All above titles are furnished the reader without charge; but do accept tax-deductible donations.



Generally Speaking

MicroBraille

Announcement: Beginning August 1, 1988, orders for the Micro Braille Program should be sent to:

Communication Center
1745 University Avenue
St. Paul, MN 55104
612-642-0502 or
1-800-255-2777
Attn: Bob Watson

Check with them for pricing and delivery time.

Norman and I will still be available for support to answer your questions about the Micro Braille Program. If you need support or have questions concerning an embosser or printer, please contact the company you bought the equipment from or contact the Communications Center and ask for Bob Watson or whoever is in charge of support for the Micro Braille Program.

GENERAL TIPS

If you would like to squeeze a fifth or sixth volume on a disk, but are not sure it will fit — braille it on a blank formatted disk, and when finished use the "directory" to see how many bytes it took. You do this by typing after the A> prompt:

A>dir b: (ENTER)

Your files will be shown, and you can look at the bottom of the column to see how many bytes are left. You will then know how many were used. Remember, there are 362523 (approximately) on a 5-1/4" disk, which means you have approximately 362 braille pages per disk. The new 3-1/2" disks

hold more braille pages. (See Instruction Manual on how to move a volume from one disk to another disk.)

Many transcribers ask "How do I get one or two braille pages over to another file?" My suggestion is to use the Alt-8,9 function to pick these lines up. Then lay them in your other file by using Alt-0. Don't forget to go back to the other file and delete the pages after you have finished this operation. This may seem a little time consuming, but I think it is easier than combining files and deleting unwanted pages in each file, especially if you haven't done much combining. If you have more than two braille pages to move, then you should learn to combine files and to edit them properly. Remember to make a backup disk of your files, so in case you goof, you always have the original.

A good suggestion came from a Micro Braille user: take a colored marking pen and mark one color for CTRL, one for ALT and one for SHIFT in the Manual. Makes it easier to identify when reading the instructions.

If you are the chairman of a book to be done on the computer — it is very important to include the naming system for computer files and volumes in your format instructions so that everyone is following the same procedure.

*Lou Ella & Norman Blessum
Micro Braille Program
955 Camino La Maida
Thousand Oaks, CA 91360
805-492-1003*

The MarketPlace

Wanted

Perkins Brailers wanted. Following are those who contacted Beach Cities Braille Guild too late to get to buy some of the brailers they offered in a recent issue of TCT:

Florence Mathieson (needs 3 or 4 for newly graduated transcribers)
6309 Colgate Drive
Anchorage, AK 99504
907-333-0407

Byron Ross (has a 7 1/2 year old blind daughter)
1491 Cedar Lane
Alamo, CA 94507
415-820-9400

Erma Miller (certified transcriber)
1611 Fairview St.
Reading, PA 19606

Kathy Shawl (braille proofreader for Twin Vision Books)
13239 Ann-O-Reno Lane
Poway, CA 92064
619-748-5782

Kurt A. Salvatore (transcriber)
1620 18th Ave. #24
Seattle, WA 98122

Marie Hatanaka (blind college student)
1732 San Pablo Ave. Apt. 3
Berkeley, CA 94702

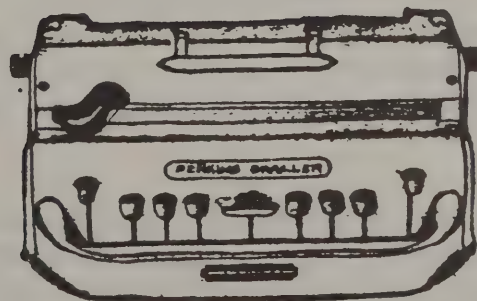
Mary Baltich (transcriber)
13603 Liberty Oak
San Antonio, TX 78232
512-490-6082

If lots of your guild members have switched over to computers, don't let trusty old Perkinses gather cobwebs in a cupboard — put them back to work!

For Sale

Three Royal manual large-print typewriters. Good condition. Send an offer to:

Omaha Volunteer Braille Services
c/o Anna E. Wiesman
9748 Fieldcrest Drive
Omaha, NE 68114



Let's Share Resources

from *THE NEW BEACON*:

DON'T THROW IT A-WAY, THROW IT R-WAY!

Do you have any braille reading matter that is no longer required, or is outdated? Two priests serving parishes with schools in Zimbabwe would welcome gifts of braille materials for visually-handicapped children in these schools, which have very limited resources.

Write to: Fr. Michael Moorhead, 660 Kenton Road, Kenton, HA39QN, England to find out where to send it. (Braille being sent to an agency may be sent overseas, by surface mail, Free Matter for the Blind.)

But don't send any math books. They use the British math code, which is completely different from Nemeth.

— Norma L. Schecter

Wanted

Are you a braille transcriber and/or proof-reader? Do you understand braille foreign language rules?

GREAT!!

Are you also proficient in a foreign language itself? Do you know how to divide a foreign word, what accents there are, have some reading ability in that language?

You are a valuable person!!!

Contact CTEVH, Bob Calhoun, to find out how you can put that knowledge to work

FOREIGN LANGUAGE TRANSCRIBERS HELP!

I have received a request for the text: A BASIC GRAMMAR OF THE UGARITIC LANGUAGE. "The system of Ugaritic alphabetic writing corresponds (with some exception) to the system of the West Semitic linear alphabet." I would like to hear from all who are interested in this unique braille problem. Fortunately this book will not be needed immediately as the course will not be offered at UC Berkeley for at least 2 years, but —

My address is:

Billie Anna Zieke
2115 W. Judith Lane
Anaheim, CA 92804
work: 714-663-6128 (I'm a school transcriber) 7:00-3:00 pm
home: 714-776-6754

Sacramento File

NEWS FROM CDHS

Persons you have grown to know over the years continue to carry out their important responsibilities in the Clearinghouse Depository for Handicapped Students:

Dorothy Frei	Nena Thompson
Dorothy Joe	Ron Burke
Nancy Chu	Don White
Norm Burnside	Barbara Allen, returning unit secretary

The Clearinghouse is a part of the Resource Services Division of the Specialized Programs Branch of the State Department of Education. The mission of that major branch is to concentrate our efforts on meeting the needs of at-risk youth. Members of CTEVH contribute directly to this mission through their transcribing skills and other related activities.

The Resource Services Division collects and disseminates information which helps persons in planning programs for at-risk youth. As workshops are conducted by division staff more and more persons are receiving information about services available for visually handicapped and other at-risk youth.

With the retirement of Fred Sinclair, David Usan, and Aikin Connor, I have been spending most of my time at CDHS to make sure that services are not reduced. So far, in spite of reduced budgets, we have been able to meet all requests for tape recordings, braille books and large print materials that we have. Indeed, by sharing information about the services of CDHS with networks with which I am connected, the number of requests have increased.

With the advances in technology we are forming a task force on assistive devices to advise you of the best ways by which knowledge about such devices and training for the use of them can be made available throughout our state. We will make arrangements for persons to receive the technological inservice programs or advice that they need in relation to assistive devices or materials.

Planning for Assistive Technology has been boosted by the addition of consultant Rod Brawley to the staff. He has more than 15 years of experience in special education. He has been a leader in educational technology. He has been doing much to collaborate with related SDE Units to make a stronger and wider impact for CDHS resources. He has a primary task to assist educators in their efforts to incorporate technology in programs for students with special needs.

The willingness of persons to contribute their ideas and expertise to carrying out the mission of the Clearinghouse is deeply appreciated. Fred Sinclair and Aikin Connor are continuing to give their advice and to provide some time for key activities related to their expertise. CTEVH president Bob Calhoun continues to provide invaluable counsel. Our doors are open for additional ideas for improved services and more economical ways to provide them.

*John Church, Ph.D.
Director, Resource Services Division*

Joining Hands to Make a Difference

CTEVH/NBA Joint Conference

March 17, 18, 19, 1988

Challenges of Computer Technology
for the Education of the
Visually Impaired
*Address given in General Session by
Bettye Krolick, President, NBA*

It is an honor and a privilege to be addressing this joint Conference of CTEVH and the National Braille Association. Our two organizations have enjoyed a close relationship for many years, and I am very proud to be a life member of both. We compliment each other. The emphasis of CTEVH is helping children from K through 12, and the emphasis of the production services of NBA is to take it from there, helping primarily at the college and adult levels. We have two common goals: providing good quality reading materials for the visually impaired and providing help to the people who are preparing those reading materials.

Working on the national rather than the state level, NBA places strong priority on the assistance it provides to those who are preparing the reading materials for use at every age level. NBA is especially proud of its new Continuing Education Seminars. We will send specialists in any of the braille codes, tape narration, computer use, etc. to the teachers, transcribers or narrators of any state or province. If you do not have a listing of our seminars for 1988, pick one up at the NBA membership desk.

A lot has happened in California since last year at this time. One of the most notable events was Fred Sinclair's retirement. I understand Fred left town before Thanksgiving, went to his home down in Mexico and stayed until mid February. Fred is such a doer and go-getter, I could not convince myself that he was actually relaxing all that time. I decided he must be into a new project — building a better mouse trap so to speak.

Imagine my surprise to discover after I arrived here that Fred had actually been building mouse traps! Believe it or not! Fred is such a sweet-hearted guy, I couldn't picture him killing mice, but I learned about his mouse traps from the dealer who had purchased those traps from Fred to sell. Fred had told him they were very good for mice, but the people who bought them were calling back to complain that they had not caught a single mouse. When the store manager called Fred to complain, Fred simply said, "but I told you they were good for mice!"

THE CHALLENGES FOR COMPUTER TECHNOLOGY FOR THE EDUCATION OF THE VISUALLY IMPAIRED:

My plan today is to look with you at some of the benefits of technology, go back to put things in perspective with a bit of history, and then look at some of the problems, which I prefer to call challenges, that can deprive children or adults of the benefits of the technology that is available today, and I am going to ask something of you. What I would like you to do as you listen is to remember any thoughts that may be triggered in your minds as possible solutions to each challenge, because thoughts and ideas are proving to be the catalyst of remarkable developments.

When Bob Stepp of Illinois, who knew nothing about braille, wrote the first braille editing program in 1980 for my Apple computer, we had no idea that in 1988 there would be over 700 teachers and 600 transcribers using computers as a braille tool. In 1980, we could not possibly have envisioned that in 1988 a new industry of manufacturing computer-driven braille embossers would be in full swing and that paper companies would be turning out 100 weight

continuous-form paper 11-1/2 inches wide just for our use. Further advances seem to be happening just about every month! With computer technology, I know now that nothing is impossible,¹ and that you never know when a new idea will bear fruit unexpectedly.

You and I are usually caught up in the concerns of a particular segment of our involvement with the visually impaired. We must finish a specific braille assignment or get through one more week in the classroom. For the next few moments let's look together at the broader view. As we do that let's decide nothing is impossible, and realize that anyone can come up with ideas that may help in a totally unexpected way.

My first contact with computer technology was to learn about some of its benefits. This was when my husband's music student, Bob Stepp, wrote the program for my computer. It was frustrating at first. I had to learn a new vocabulary. The first thing I learned was that cursor was NOT a bad word. Then I learned that bits and bytes are computer terms I did not have to understand. All I had to do was explicitly follow directions. Fortunately, learning braille had taught me to follow directions VERY EXPLICITLY, and as long as I did exactly what I was supposed to, it worked fine.

The miracle of this technology was very simple, but exceedingly important. For the first time, I could ERASE braille! I could erase, make a correction and continue brailleing. To the braillists' world, that was a really miracle, and it is the reason so many volunteers as well as school systems have purchased personal computers, now that we have a choice of braille editing programs.

My next experience with the wonders of technology was when my friend, Georgia Griffith, who is blind and also deaf, ordered a paperless braille that was not intended for the deaf-blind, but Bob Stepp devised a way for her to use it and he taught her about

computers. Before long Georgia had a job on a computer service using her computer from her own home. It brought this deaf-blind woman immediate, fruitful employment in addition to the braille music proofreading she had been doing for years. In addition to that, marvelous contact with outside world pleasures.

David Holladay from Wisconsin started programs for direct use by the blind. His first program crashed every time I, as a new computer user, did something wrong. He continued improving his programs so I could not upset them, while Caryn Navy, his blind wife, supported him. Now they work together in a very successful business with excellent programs that visually impaired people can use directly and that help typists prepare reading materials in braille.

There were other results of the onset of computer technology for the blind. Visually impaired entrepreneurs such as Bill Grimm, of Computer Aids Corporation in Indiana started their own businesses and wrote their own programs.

Talented writers such as Daveed Mandell in California had word processors to use, and they could use computer printers to run off articles, stories, or books. They could proofread the final print copy themselves rather than having to hire and depend upon sighted assistants for that critical step.

Chris Gray, Alan Holst, Nick Dotson here in California, Jane Paddock in Florida, and others took advantage of their intelligence and skill to enter this new field in professional wage-earning capacities. But I'd better quit dropping names, because I will leave many deserving people out.

This breakthrough in technology has been a real breakthrough to the employment opportunities of the visually handicapped. Blind people are using computers, repairing computers, and building computers as well as writing software programs for them.

I see two major challenges to this rosy picture. One is to help prepare visually impaired children to be able to use the technology that suits them best as they grow up. The other is the challenge to make computer technology available to every visually handicapped person who wishes to use it, not just the chosen few. I would like to look first at the challenge of helping children be fully prepared to make use of this technology.

With a computer, visually impaired students can prepare lessons and papers independently, learning to edit their own material. They can erase, make corrections and do the things that are exceedingly cumbersome in braille alone. The material they turn in to a teacher, and later on, to a publisher, a boss or a business contact is theirs, and they know it is accurate. This is the same miracle I experience as a transcriber, only it affects the visually impaired even more directly.

People with vision that allows them to see large print can use the computer screen with a large print program. Otherwise, the visually impaired need a different form of what we call "output" to get the screen information. Speech synthesizers are the most widely used output device, faster to use than an Optacon with its computer screen adapter. Braille output devices include embossers, paperless brailers, braille reading strips, and just last month IBM announced the experimental development of a computer mouse that will read the screen, turn the letters into braille and tell the reader exactly where that information came from on the computer screen. I understand that mouse, also, is not afraid of Fred's mouse traps.

The very interesting thing I wish to point out is that every visually handicapped person I know who is employed and using a computer professionally is a braille reader. In addition to speech output, they have the capability to get their hands on the finished copy. Even when they do use speech output,

they know exactly what to be aware of as they check and adjust their own writing. Braille readers know how to read, write, spell, punctuate and handle language accurately in detail. They are truly literate.

I feel that a very important challenge to help more students be properly prepared to take advantage of computer technology is simply to teach them braille. What I am about to say may not apply to every school in California, but if the shoe does fit, please put it on. As I move about our country, I am horrified at the small percentage of visually impaired children that are learning good braille skills. I find that in many public schools braille is taught only to the totally blind and only to those totally blind kids who seem to be unusually intelligent or who have parents that are demanding it be taught.

The computer age has opened up a whole new world to braille users. They can truly take advantage of computers. There are more reading materials available in braille than ever before thanks to computers. With a computer and a modem for the telephone, visually impaired users can get information from any data base. They can have direct access to newspapers, airline schedules, encyclopedias, legal or medical information — you name it, they can have it — right under their fingers. The computer age is providing important reasons to give many more visually impaired this means of communication either as a primary or an alternative means of access to the printed word.

Rebecca Maxwell of Australia has come to many of us with her ideas of new and different braille contractions. The argument about which contractions to use seems a bit futile to me, but something she says really captures my attention. The children whom she is teaching are slow learners; multiply handicapped we would say. When they have finished her system, they can read

books in standard grade 2 braille. It may take them awhile to get there, but they can read and use standard braille.

Are some teachers at the lower grade levels deciding which children are capable of learning braille or which children with very limited vision could get along without it and then denying some of those children the right to learn it by simply not teaching it to them? There is some history that may be pertinent to this situation. Let's look at a bit of that history.

According to my reading, very little effort was made to provide any system of reading to the blind until the late 18th century, simply because it was a well known fact that a person with visual impairment simply did not quite have the intelligence to learn to read. When I first read that it made me angry to think that people would equate blindness with a lack of intelligence. Then I began visualizing what it would be like never to have access to the printed word. I would have to ask repeatedly for facts, dates, and figures. I would have no way to make notes for a talk such as this, much less the grocery list I depend on religiously. After thinking about it I could understand that without having any way to read, I would appear lacking in intelligence, and I most definitely would be handicapped! So, until the late 1700's, schools for the blind taught daily living skills and gave music lessons because blind musicians were accepted. Street musicians and minstrels were socially and economically successful.

A blind musician was responsible for helping change that misconception — a woman musician, I'll have you know. Maria Theresa Von Paradis was an Austrian born pianist and organist of exceptional skill who was being presented in concerts throughout Europe. She was also a composer and, of course, present all her concerts by memory. Dr. Valentin Huay heard her on more than one occasion and visited with her. He real-

ized that this blind person certainly had enough intelligence to learn to read, and he was intrigued to find out if others could do the same. Dr. Huay had some books embossed in raised print, and about 1786 he set up a school of twelve blind students in a house in Paris. All twelve learned to read that first year. The intelligence was there, even though it was unrecognized. Real education of the blind resulted as schools for the blind began teaching reading and other subjects in addition to music.

The next major development concerned the introduction of braille. At the Howe Memorial Library of Perkins School for the Blind, I had quite a thrill when I saw a copy of the 1829 publication by Louis Braille about this strange, new dot code. The pamphlet is written in French which I do not understand, but along in the middle are the familiar, raised dots — A, B, C, the entire alphabet including the French accented letters, identical to what we use today, although I know of the transitions that occurred between 1900 and 1945.

The purpose of the 1829 document was to present the idea of a braille code formally to the educators, the teachers, the people who "knew best". And what was the result of their study of that code? It was very definite. This is an unacceptable method of reading, Mr. Braille. It would be unfair to the blind to give them a language that is so different from what sighted people use. We will continue with raised, embossed print letters.

It took a long time for braille to be accepted, but we know the results. Braille was simply too practical to be discarded. It filled a need. The educators meant well, but they were wrong. They did not understand that blind people needed a language of real communication, both reading and writing with all the details of language, something they could truly get their hands on.

I am thinking of the educators of today who

"know best", but who are not understanding the practicality of braille, along with the importance of true literacy, actual hands-on reading and writing. They mean well, but some of our educators are deciding braille is too difficult or too different, and believe me, that is too bad!

We face the major challenge of influencing public school systems to put a greater emphasis on the teaching of the important braille language not only to the bright, totally blind child, but to the slower learner and, as an alternative language, to many of the partially sighted as well.

I feel sorry for vision teachers in college preparation programs who are given one semester to learn literary braille followed by a semester to cover the formats, the Nemeth code and three sessions on the music code if they even touch that at all. It is no wonder they lack confidence to teach it to youngsters as a living language to be used. Somehow we need to reach the college training programs that are already overloaded with the many, many things a vision teacher must know. We need to make the challenge in colleges and public school teaching of stressing the importance of learning and using braille, starting with the slate and stylus, and I consider that a very major challenge.

The second major challenge is that of making technology available to every visually handicapped person. You are undoubtedly ahead of me in identifying some of these problems. There are the haves and the have nots, the schools with many computers and those with a precious few. There is the money involved for special equipment or adaptations. And there are the attitudes of the teachers responsible for our mainstreamed students.

Aha, the attitudes! In my book that comes first.

In many schools, computers start being used in the first grade. Is that the time when the teacher sends the visually handicapped chil-

dren back to the resource room for special help or a chance to work on other assignments? It takes more time, you know, to show a visually handicapped person how to use a computer and besides, they can't see the screen. The girls probably wouldn't be interested anyway!

Ok, meet that challenge! Send the children right back at any grade level. Explain that exposure to computers is very important to Susie and to Johnny. Suggest that they can team up with sighted children who will read what it says on the screen. That is one reason for mainstreaming, isn't it — providing opportunities for blind and sighted children to work together? Vision teachers are skilled at helping the attitudes of classroom teachers towards the vision handicapped, so use those skills to help get your kids involved with computers at every level through their schooling.

School budgets are being cut back. How well you know! How about recruiting volunteers to help work with students on computers? I saw wonderful things happen in my home town in Colorado with a volunteer who knew nothing about computers or braille, but she did understand kids, and she was a tremendous help to a blind youngster.

We members of NBA and CTEVH believe strongly in volunteerism, and we know it works. How about Norman Blessum and Ken Smith who retired from their professions and are working full time now, helping produce materials in braille. Keep the possibility of volunteer help in mind in all aspects of your work.

A different challenge in the use of computers, especially with programs for school children, is what to do with programs that put pictures or graphics on the screen. Those may be helpful to children with partial sight, but they make a mess of things when a speech synthesizer or braille embosser is being used. This is a fun challenge. I am convinced it won't be too hard for a program-

mer to fix most public domain school programs with a version in plain text, without the graphics. They should add a menu to the program so you can select which version to use and switch easily between pictures or straight text. Put that challenge to some computer hobbyists and see if you don't come up with good results. Remember these ideas, now.

Money is, of course, a challenge to providing computer equipment to deserving visually impaired people. Fortunately computers get cheaper as they get better, and people are finding good ways to make use of ordinary computers and ordinary programs. The most expensive part is that all-important means of getting the output into braille. Some of the braille embossers are in the \$3-4,000 range which is within reason for a Lion's Club or other outside organization to contribute to. Get excited about the possible benefits and speak to the people and organizations of your community.

Braille output is definitely an area of challenge with need for development. We need something new that will give us practical, less-expensive ways of getting braille from computers. Research is going on but progress has been slow. Peter Duran of Boston has arranged with the Brother typewriter company to install his braille translator in some of their electronic models. If such a typewriter is practical for fully translated braille, how about simply attaching it to the computer itself and letting it quickly give the user temporary braille letter by letter? We know the braille readout strips are the most expensive part of a paperless brailier, but will that mouse from IBM prove to be practical and less expensive? At last, that is a brand new approach, and I am confident that breakthroughs will come even in this area if we make known the specific need to the right people.

To meet any of these challenges, let your minds go and be wildly creative. You don't

have to be a computer programmer or a back-room hobbyist, you just have to know one — or know somebody who knows one. They say computer programmers are people with solutions just waiting for problems to solve, and I believe it. Go ahead, encourage people to try. A man from Shawnee Mission, Kansas, who thought braille must have 26 characters to represent each letter of the alphabet and who did most of his programming in BASIC, the beginning computer language, made a terrific breakthrough. That was Jack Hoefer, who wrote the program for transcribing braille on a Commodore computer, a computer that can actually be afforded by volunteers. Furthermore, Jack priced all his programs so that volunteers can afford them. The price is so cheap, people have not taken him seriously, but they are beginning to use his programs now and word will soon spread that they are for real.

The automatic translation programs are taking care of a lot of the recreational reading needs. That scares some volunteer transcribers, but it doesn't scare me a bit. We want all the materials in braille that we can possibly get. Furthermore, we can't keep up with requests for textbooks, math, music, and other technical materials.

This is the big challenge for transcribers. The challenge of learning math and the advanced technical codes. We now have the computer code, and we need people to learn it and use it. Thank goodness, it can be used by people who do not know the Nemeth code. That makes it accessible to more transcribers. Did all of you transcribers hear me? You do not need to know the Nemeth code before you learn the new Computer Code Notation. There is your challenge and you can do something about it. Attend the workshops and be one of the people to help transcriber computer books.

Another challenge is to get programs written for teaching braille to transcribers or to the blind. Wouldn't it be neat to have comput-

er-assisted programs to teach transcribers the advanced codes or to teach slow learners to read braille? Slower learners could work on their own with the reinforcement of well designed drill programs while their vision teachers were helping other students. I'm sure it can be done.

Projects like this should go to computer teachers looking for class projects or ideas for a master's thesis, and the results would be of extreme value to the handicapped.

You can surely see that we have only begun to tap the potential of computer technology. Let's dream and talk about our dreams to people in computer-related fields.

To quickly review: I feel there is no question about the fact that computer technology has opened fantastic new possibilities to the visually impaired community and to those who help prepare their reading materials. I believe that braille is vital to equipping a child to be able to take full advantage of the potential of computers, and I believe many more children could be learning braille than are now being taught this language that provides true literacy. I sym-

thize with the vision teachers who may be poorly prepared at the college level to instill a love of the braille language in youngsters, and I urge people to talk about and be more aware of its importance.

In the elementary and secondary schools, let's work with classroom teachers to help our kids have the same chance as sighted kids to learn about, to use and to have fun with computers. Be aware of and meet the challenges of attitude, of money or of special needs to adapt the computers for use with speech or braille output. Spread the word about teaching programs you wish you had or any ideas at all where you see we could improve our use of technology. Last, but far from least, we must meet the challenge of learning advanced codes and preparing materials in braille that will help students and adults as they advance in the use of technology, with its effect on their potential employment.

Computers seem almost like a dream. Dream on, and may all your dreams come true.

310 HOME-SCHOOL COMMUNICATION

Leader: Donna Phillips, Teacher of Visually Impaired, Orange County Department of Education

Presenter: Nancy Bradley, Teacher of Severely Handicapped, Orange County Department of Education

This presentation was on Home-School Communication for all students (emphasis on visually impaired multi-handicapped) and its positive effects on functional school programming.

The first portion of the presentation included: an overview of home-school communication which included the importance of communication on home and school programming; the different types of home-school communication; guidelines for home-school communication; an introduction to the Significant Other

Interview (a more formal interview).

The second portion of the presentation included a slide show representing six visually impaired multi-handicapped students in the Orange County Department of Education programs. These slides demonstrated how good home-school communication improved the quality of programming for these students.

The third portion of the presentation was a discussion of the Significant Other Interview and the interview forms.

The last portion of the presentation was a video entitled "Joey." This showed, through a visual medium, the impact that good home-school communication had on the life and quality of programming of a student in one of the County programs.

Leader: Barbara Sheperdigian, Chair, NBA Textbook Format Braille Committee

All material prepared for registration with the APH Central Catalog should conform to Code directives wherever possible. Departure from code should be undertaken with great care and even then the basic format patterns should conform to standard usage. There is no substitute for a thorough understanding of the *Code of Braille Textbook Formats and Techniques*.

Material appearing in the margins, usually in smaller print, repeated on each page and/or too technical for the grade level can be omitted if it appears to be directed to the teacher. It may give the unit, chapter, pages that the workbook page supplements or the skills area that is dealt with. A note on the Transcriber's Notes page stating that all teacher-directed material has been omitted from the workbook pages can take care of this. However, in some books some of this information is directed to the student or is treated in such a way that the transcriber will decide to include it. As with all transcriptions, each book must be examined carefully to determine the purpose of these various labels and notes and whether or not the student needs the information. If there is a question as to its importance try to get some information from the teacher about how the book will be used.

PRIMARY GRADE MATERIALS: Material for 1st grade is embossed on 9"x11" paper across the wider dimension and with a blank line preceding each line of braille with the exception of the top line of the page. An extra blank line must be left where standard format requires one line in order to maintain the proper relationships between headings, text, set off examples, etc. Even though italics are introduced in first grade, braille underscoring should still be used for print underlining.

Volume size should be kept to 50 pages for grades 1 to 3. Words should not be divided between lines.

Transcriber's notes cannot be written for first graders, although a Transcriber's Notes page must be included to inform the teacher working with the child. Transcriber's notes for second and third grade books must be carefully composed using a vocabulary suitable to the grade. It is suggested that a print page containing the Transcriber's Notes be included with each volume of these primary grade books so the classroom teacher will also be aware of the changes and omissions that were made in the braille edition.

SPELLERS: Code directives for spellers should be followed whenever possible. Generally, the transcriber should present lists of spelling words in contracted and uncontracted braille. This workshop dealt with problem print formats from spellers where following the standard braille format produced very unsatisfactory transcriptions. These pages were chosen because they illustrate situations in which the print format can be retained with excellent results in braille. It is important to analyze the material, its purpose and then to decide how the student can best be served. Do not depart from the Code unless there is good reason.

PUZZLES: Puzzles present many problems for the transcriber. Each one has to be analyzed for its purpose and the possibility of a successful reproduction in braille. In any case, the clue questions are important. The student may be paired with a sighted classmate or work with his teacher/consultant on these exercises. The purpose of puzzles in workbooks is not just to entertain but to teach. It can be extremely helpful to be able to consult with a teacher when working out format for puzzles.

CONSUMABLE MATERIAL: Teachers, even those specially trained to work with visually impaired students, often have an imperfect idea of what is involved in braille transcription. On the other hand, a well-trained teacher/consultant can offer invaluable help to the transcriber. An inexperienced classroom teacher should be made aware of the following considerations regarding the preparation of consumable materials.

Extensive editing of a print text is usually required to produce a workable braille edition for use in consumable form. This editing is the teacher's responsibility. Such "tailored texts" should not be listed with APH. The method of recording answers must be known in advance. Considerable extra space will be required if the student is to record his/her answers in braille rather than circling or underlining with crayon or felt tip pen.

== # 606 FUNCTIONAL VISION EVALUATION == FOR THE HARD-TO-TEST CHILD

Leader: Dr. Jane Erin, Assistant Professor, Special Education Department, University of Texas at Austin

This workshop reviewed the process of functional vision evaluation through a four-part sequence: preparation, familiarization, activities, and follow-up. Under preparation, the importance of such factors as review of medical information and appropriate scheduling was stressed. Use of appropriate materials, combining features of motivation and functionality, was described. Familiarization with the child includes appropriate handling and positioning as well as interaction with classroom staff. Activities planned should top the areas of field, motility, and near and distance responses. A brief videotape was shown to demonstrate activities with a multiply handicapped child. Most audience questions and comments related to children with cortical blindness.

== # 802 FOREIGN LANGUAGE BRAILLE ==

Leader: Alice Childers, NBA Foreign Language Specialist

The main subject of this workshop was the use of typefaces in foreign language grammars and how the transcriber should deal with them. Other format problems were touched on in the discussion.

It was pointed out that Rule IV of "Code of Braille Textbook Formats and Techniques, 1977" is basic for all textbooks. Its relevance to foreign language grammars, where typefaces should be ignored and where they must be observed, was stressed. A quick re-

view of pertinent section of Appendix E and a Skills Column by Betty Smith from the NBA BULLETIN, Fall 1977, expanded on the subject.

Twenty examples, most of them in both print and braille, were considered. They reflected the proliferation of typefaces in this genre of textbooks. Solutions were provided, either from the Code or by suggesting formats when the Code did not fit the situation. Interesting comments from those attending contributed to the usefulness of the session.

*Leaders: Jacquie Walker, Sequoia
Transcribers*

*Elinor Savage, CTEVH Computer Notation
Specialist; Pomona Valley Transcriber's
Guild*



Despite our "cozy" conditions, the workshop progressed nicely with a great deal of enthusiasm and participation. Many eager learners make for a productive session.

Commands used to tell the computer what to do must be brailled in grade 1 braille. The commands containing numbers must use the lower (Nemeth) numbers. To increase your transcribing speed, do not use the numbers from the top line line of the keyboard. Using these keyboard numbers will yield the same result on the screen, but will take you longer to insert. Braille them using the 6 dot keys. The same is true for punctuation in your commands. Braille them using the 6 dot keys. (These are ASCII characters and not punctuation used in braille text.) A few are listed below. Remember! These are punctuation marks used in commands only. The **comma**, dots 6; the **colon**, dots 1,5,6; the **semi-colon**, dots 5,6; the **asterisk**, dots 1, 6; the **plus sign**, dots 3,4,6; the **period**, dots 4,6; the **greater than sign** (>), dots 3,4,5. Five symbols from the keyboard that you must use are #, ^, &, /, and the !. More on some of these later.

The Modify command is an essential command for transcribers new to the computer. To use it we must find the line to be modified (the last one on our screen or the cur-

4. Do we want to replace an existing cell with a blank cell(s)?

For #1 above, move the flashing M (with the space bar) to below the cell to be corrected. Rebraille the new cell. Press <RETURN>. The corrected line appears.

For #2 above, move the flashing M to below the cell to be deleted. Put # (from the keyboard) below the unwanted cell(s). Press <RETURN>. The corrected line appears.

For #3 above, move the flashing M below the cell where you want the inserted cell(s). Put ^ (from the keyboard), the new braille, another ^. (Don't forget any spaces that might be necessary.) Press <RETURN>. The corrected line appears.

For #4 above, move the flashing M to below the cell that you want blank. Put & (from the keyboard) below the unwanted cell. Press <RETURN>. The corrected line appears.

For IIC and IIE users, do not use the keyboard key marked TAB. (II+ users do not have this key.) Its use is a source of trouble. You will not see any problems on the screen as you braille. They will occur during embossing. (More on this later.) You are encouraged to use the tabbing feature of this program, but we suggest that you set the / (slash) key as your tabbing key. Do this by brailing a T while in command mode (??) and press <RETURN>. Put a slash in cell 1 and slashes on the rest of the line wherever else you want a tab. Press <RETURN> and your tabs are set. To use them, braille while in command mode (??) TI <RETURN> instead of just I <RETURN>, the T indicating you will be using the tabbing feature. Whenever you want to tab, you will hit the slash

key to get to the next cell marked by a tab.

Try using multiple commands. Anticipate the next several commands you will use. "String" them all together but separated by semicolons (dots 5,6). After pressing <RETURN>, the commands are carried out one by one until they are all completed. This eliminates the need for you to press <RETURN> after every command. Quite a bit faster!

Embossing errors are a major problem where the disks are embossed. This may be at your own embosser, at NBA or at CompuBraille. There are four checks to be made:

1. Be sure that the line number of the last line in your file is a multiple of 25.
2. All lines must contain 40 cells or less.
3. The running title (if you use one) must be on lines with numbers 1, 26, 51, 76, 101, 126, etc. Be sure they are.
4. Be sure that you haven't accidentally used the following keys from the keyboard: ESC, TAB, the up arrow, the down arrow. To check for this give the following commands:

??FW/ESC KEY/<RETURN> (actually press the ESC key between the slashes)

??FW/TAB KEY/<RETURN> (press the TAB key between slashes)

??FW/up arrow/<RETURN> (press up arrow)

??FW/down arrow/<RETURN> (press down arrow)

You should see the words NOT FOUND after each of these commands. If a line should happen to come up, that key has been inserted on that line. You will not see it! Give the following command:

??SW/the key//<RETURN> (press the key that was accidentally inserted then two slashes, no space between the last two). This will remove the inserted key and print the line again. Reread it as you will probably need to add a space somewhere in the line. Use Modify and insert the space where needed.

Be sure to finish each braille session by entering the command QUIT <RETURN>. If you have made any changes to your file since last saving, the program will alert you to this and give you an opportunity to save them before quitting.

610 SEVERITY RATING SCALE FOR VISUALLY IMPAIRED: MEETING NEEDS AND OBTAINING ADDITIONAL PERSONNEL

*Leader: Linda Kuzmich, Vision Specialist,
Thompson R2-J School District, Loveland,
Colorado*

A Severity Scale was developed to reflect the impact of visually impaired students whose needs varied in intensity. Using four separate critical criteria: medical status, reading medium, compensatory skills and visual efficiency, judgements about time and materials preparation needs can be anticipated. In addition the scale is helpful when developing appropriate IEP's.

This scale, or variations of it, have been used successfully in four Colorado school districts to obtain paraprofessionals or certified VI teachers. The instrument's use was demonstrated, including discussion of appraisal techniques. The presentation was designed to benefit teachers and administrators whose programs were changing in number and/or intensity of needs.

The discussion that followed the presentation focused on specific applications of the scale.

#410 MOST APPROPRIATE PLACEMENT (MAP): AN ALTERNATIVE TO LEAST RESTRICTIVE ENVIRONMENT

Leaders: Sandra Adams Curry, Doctoral Student, San Francisco State University

Phil Hatlen, Professor of Special Education, San Francisco State University

P.L. 94-142 stated that "to the maximum extent appropriate, handicapped children ... are [to be] educated with children who are not handicapped ..." This language has become known as a mandate to educate students with exceptional needs in the 'least restrictive environment (LRE).'

In the ten years since the passage of 94-142, educators and policy makers have attempted to create a policy that reflects the intent of this ambiguously-worded mandate. It has been difficult to determine what is meant by the phrase "to the maximum extent appropriate." Opinions tend to fall into one of two categories:

1. The least restrictive environment is a place. Any child, handicapped or not who is placed in a regular classroom for public education is by definition located in the least restricted alternative.

2. The least restrictive environment is a placement. It implies the environment which poses the fewest limitations on the handicapped child's educational performance, regardless of whether such placement is with non-handicapped peers.

Policy makers at both the state and federal levels increasingly define the least restrictive environment as a place, the regular classroom. The presenters argued that for some students, particularly those that have sensory impairments, the regular classroom is not always the most appropriate place in which to master the unique skills required for integrated adult living. They support the

theory that the least restrictive environment is a placement, the educational setting in which the student benefits the most from the educational program.

The presenters suggested that members of a student's IEP team should not try to place a student in the least restrictive environment.

Instead, an educational program should be developed for each visually impaired student so that all the unique needs of the student can be met, including the need for interaction within the community and with non-handicapped peers. The identify this program as existing in the "Most Appropriate Placement (MAP)."

Before a MAP for a student can be determined, a thorough assessment must be completed. An assessment is thorough when it includes an evaluation of each of the seven areas of potential need:

1. special academic skills
2. communication skills
3. sensory/motor skills
4. orientation and mobility skills
5. social/emotional skills
6. activities of daily living
7. career/vocational skills

The presenters evaluated each of the areas of unique need and graphically presented the amount of instruction that might be required of the teacher of the visually impaired to thoroughly instruct the skills to a visually impaired student. In three areas (the development of special academic, communication, and sensory/motor skills) it reasonably can be expected that the amount of time spent on these subjects by the VH teacher will decrease over time. In three other areas (orientation and mobility, career/vocational skill development, and the

development of skills of daily living), the amount of time spent by the VH teacher should increase over time, since many of these skills cannot be learned until the student is older. The degree of VH teacher involvement in the development of social/emotional skills remains constant — there always seems to be a social or emotional issue with which the visually impaired student and/or the family is dealing and with which the VH teacher can provide some guidance.

Once the needs of the student in each of the seven areas have been identified, the educational goals should be written. Ideally, goals should depend only on the needs of the student. In reality, the preparation of educational goals is often dependent on the time the VH teacher has available to spend with a student or the placement alternatives available in the SELPA. With limited specialist teacher time available, the goals for most students with visual impairments relate to their functioning in the regular classroom. Goals that prepare the student for other activities of adult life, such as becoming knowledgeable of various careers, practicing the skills of daily living, or the developing leisure time pursuits are often deferred, because they are not required for the student to pass from one grade to the next.

The presenters stressed that they believe that placing a priority on the development of regular academic skills does not adequately prepare a visually impaired student for adult life, which is the ultimate goal of education. While sighted children incidentally learn through visual observations about how adults manage in the world, many visually impaired pupils (not just those who are blind!) need to be taught this informa-

tion in a systematic course of instruction by someone knowledgeable of the effects of visual impairment on learning.

Placement considerations should be made after all of the educational goals for a student have been written. The IEP team needs to ask "Where can all the goals of this student be met?" and develop an appropriate placement based on the answer to that question. For most visually impaired students, the MAP will involve a combination of segregated and integrated instructional time, and will utilize the resources of both the school and the community, including the "communities" of adult and same-age visually impaired role models. The MAP is quite individual — because it is dependent on the needs of a particular student, the MAP for one student will be unlike the MAP for any other student. Above all else, the MAP is flexible — it changes with the needs of the student.

There is little evidence that providing integrated learning opportunities without specialized instruction benefits students with visual impairments as they prepare for adulthood. Segregated environments (resource rooms, after-school programs, summer schools, residential programs, etc.) can provide an emotionally "safe" place to develop the foundations for academic and social success in the mainstream of school and society. It is far less important that a student be educated in the least restrictive environment than that the student be prepared to live and actively participate in an integrated environment. Teachers, administrators, and policy makers must begin to look at the MAP if visually impaired students are to be prepared to live integrated adult lives.

Katie N. Sibert Awards — 1989

The Board of Directors of CTEVH, in the fall meeting in September, 1987, agreed that the monetary awards given each year from the Katie N. Sibert Memorial Fund should not be restricted to educators, but should be made available to transcribers as well.

The purpose of the awards remains the same — to foster the acquisition and improvement of skills necessary to provide high quality educational opportunities for visually handicapped students in California. The "Katie Committee" (members listed below) has decided that the 1989 award of \$1000 be shared in the following manner: one educator award of \$500, and three transcriber awards of \$165 each.

For educator-applicants, the procedure and requirements remain unchanged from those of previous years. For transcriber-applicants, the committee has developed procedures and requirements relevant to their needs. In both cases, the intention of the questions asked of applicants is to provide the committee with information necessary to choose among applicants. The forms for application follow the names of the committee. Completed applications should be sent by February 1, 1989 to:

Ann Kelt, Katie Committee
514 Freya Way
Pleasant Hills, CA 94523

KATIE COMMITTEE:
Bob Elford
Jim Fisher
Ann Kelt
Lynn Laird
Maureen Reardon
Fred Sinclair
Billie Anna Zieke

TRANSCRIBER APPLICATION FOR KATIE AWARD

Requirements:

1. Member of CTEVH currently and during 1988.
2. Actively transcribing.
3. Letter of recommendation from group or agency.

Please respond to the following questions.

1. Name of transcribing group or agency with which you are affiliated:
2. Medium in which you transcribe: (1) braille ____ (2) large type ____
(3) recording ____ (4) specialty areas (specify) _____.
3. Title(s) or description of work transcribed in 1988.

4. Indicate your interest in acquiring new skills or upgrading your skills in one of the specialties given below. (Please check one only.)

A. Large Type

- ____ (1) Computer process
____ (2) Enlarged drawings
____ (3) Other (specify) _____

B. Braille

- ____ (1) Literary
____ (2) Textbook Format
____ (3) Nemeth Code
____ (4) Music
____ (5) Computer Notation
____ (6) Computer-assisted Transcription
____ (7) Tactile Illustration
____ (8) Magnetic tape transcription (e.g., VersaBraille)
____ (9) Foreign Language (specify) _____

C. Recording

- ____ (1) Description of illustrative material
____ (2) General narration
____ (3) Expertise in a subject area (specify) _____

5. Indicate how you use the grant by checking the items below. (Check all that apply even though funds may not cover completely. Describe other expenditures not listed, (if appropriate).

- ____ A. Transportation to inservice training sessions (e.g., CTEVH Conference, other local/area workshops).
____ B. Lodging at inservice training sessions (e.g., CTEVH Conference).
____ C. Fees for college courses, etc.
____ D. Purchase of equipment (e.g., tape recorder, braillewriter, printer).
____ E. Purchase of instructional materials.
____ F. Purchase of miscellaneous supplies.
____ G. Purchase of computer software.
____ H. Other (specify). _____

6. The amount of the three Katie awards to transcribers this year will be \$165 each. It will help us plan for future awards if you will indicate the total amount the activity or acquisition you have described would cost _____.

Mail to:

Ann Kelt, Katie Committee
514 Freya Way
Pleasant Hills, CA 94523

by: February 1, 1989

Katie N. Sibert Awards — 1989

Eligibility Requirements:

1. Eligible to enroll in a program leading to credential for teaching visually handicapped children in California:
 - a. Baccalaureate degree from accredited institution
 - b. 2.5 GPA
2. Application and nominating letter (see below) received by committee by February 1, 1989.

Order of Preference:

1. Teacher working with visually handicapped students in California, but not fully credentialed.
2. Teacher or graduate student enrolled in program leading to credential for teaching visually handicapped students in California.
3. Regular classroom teacher with direct experience working with visually Handicapped students who is interested in working toward a VH credential.

Letter of Nomination:

Letter of Nomination must be submitted by applicant or another person which describes the applicant's qualifications. The letter should address the following points:

1. Professional and/or volunteer experience(s) of the applicant with visually handicapped or other handicapped persons.
2. Community involvement of the applicant.
3. Professional activities of the applicant and credentials held.
4. Personal interests, talents, or special skills of the applicant.
5. Honors or awards received by the applicant.

References:

Applicant should give the names, addresses, and telephone numbers of a person who is in a position to recommend the professional qualifications of the applicant, and one who can recommend the qualities of community participation and leadership of the applicant. Either person may be the author of the Letter of Nomination.

Application

Name: _____

Address: _____

City, State, Zip: _____

Telephone: () _____

(if work has not begun, state "all")

University in which work toward VH credential has been started: _____

VH Students: _____

References:

Professional:

Name: _____

Address: _____

City, State, Zip: _____

Telephone: () _____

Community:

Name: _____

Address: _____

City, State, Zip: _____

Telephone: () _____

Mail to:

Pleasant Hills, CA 94523

Mail by:

February 1, 1989

CTEVH Life Members

Jean Alexander
Barbara Angevine
Estelle R. Barsis
Barbara Berglund
Susan Bernay
Laura V. Bosworth
Carolyn Card
Jane Corcoran
Anna May Cronin
Maxine Dorf
Betty Sweet Epstein
Paul Furnas
Lillian S. Gardner
Maryanne Genova
William Gerrey
Georgia Griffith

Alice Harwood
Ruth Hughes
Lavon Johnson
Russell M. Kirbey
Rose Kelber
Blossom Kerman
Bernard M. Krebs
Bettye Krolick
Lynne M. Laird
Alice Mann
Diane Meyer
Dorothy Misbach
Leah Morris
Miriam Nelson
Evelyn Olgiati
Dr. Stanley Olivier

Estelle Palm
Lila Queen
Mrs. Chas. D. Redfield
Anthony T. Rossi
Barbara Blatt Rubin
Norma L. Schecter
Margaret Scheffelin, Ph.D.
Virginia Shibue
Richard L. Simonton
Fred L. Sinclair
Mr. & Mrs. Kenneth Smith
Susan Van Dehey
Joyce Van Tuyl
Marian Wickham
Anna E. Wiesman
Billie Anna Zieke

CTEVH Past Presidents

1957-59 Betty Brudno
1959-61 Irene Hawkinson
1961-63 Helen Patillo
1963-65 Claire Kirkpatrick
1965-67 Ethel Schuman
1967-69 Rose Kelber
1969-71 Elizabeth Schriefer
1971-73 Carolyn Card
1973-75 Jane O'Connor Verhage
1975-77 Fred L. Sinclair
1977-78 Joyce Van Tuyl
1978-80 Bill Briggs
1980-82 Cathy Rothhaupt
1982-84 Leah Morris
1984-86 Robert Dodge
1986-88 Jane Corcoran

CTEVH Certificates of Appreciation

1974	Volunteers of Vacaville Braille Institute of America	1982	Barbara Blatt Rubin Bill Briggs Michael Landon
1975	Esther Fox Marie Erich	1983	Aikin Connor Carolyn "Chris" Mackey
1976	Norma L. Schecter	1984	Bernard M. Krebs Jane O'Connor Verhage
1977	Bob Dasteel Donn Spencer	1985	Sylvia Cassell Elizabeth C. Smith
1978	Mary Degarmo Betty Brudno Evelyn Olgiati	1986	Sally Mangold Elizabeth Schriefer Joyce Van Tuyl
1979	Ruth S. Lowy	1987	John Flores
1980	Ethel Schuman Diane Meyer	1988	Ken & Diann Smith Lou Ella & Norm Blessum
1981	Carl Lappin		

Past Editors The California Transcriber

1959-63 Betty Brudno
1964 Ethel Schuman
Kathryn Allen
1965-69 Ruth S. Lowy
1970-75 Norma L. Schecter
1976-88 Dr. Aikin Connor

Special Recognition

1985 Bob Dasteel
1987 Betty Brudno
Eleanor & Jack Scharlin

Distinguished Member

1984 Fred L. Sinclair

Fred L. Sinclair Award

1987 Fred L. Sinclair

CTEVH MEMBERSHIP FORM FOR NEW MEMBERS OR RENEWALS

Make check payable to CTEVH

Annual Dues: \$8.00 (US Funds) New () Renewal () Life Membership (\$150.00) ()
Katie N. Sibert Memorial Scholarship Fund () \$ _____.

NAME : _____

ADDRESS : _____
(street) (city) (state) (zip)

() Check if this is a change of address.

Do you consider yourself primarily (circle one, only): a transcriber, an educator or
(specify) _____

If visually handicapped, do you want CTEVH publications in braille ()? On tape ()?

CTEVH Membership
Chair
Jane Vogel
741 N. Vermont
Los Angeles, CA 90029

California Transcribers and Educators of the Visually Handicapped Committee Assignments 1988

Executive Board		
President	Bob Calhoun	
Vice President	Ann Kelt	
Secretary	Maureen Reardon	
Treasurer	Donna Coffee	
Member	Jean Adams	
Member	Sue Reilly	
Access	Chair/Sue Reilly Jacquie Walker	Barbara Rubin Martha Pamperin
Awards	Joan Levy	
Board Representative to CompuBraille	Martha Pamperin	
Bylaws/Policies/Procedures	Joan Levy	
Computer Loan Committee		
Grants	Chair/Elinor Savage	Joan Levy
Distribution	Chair/Jean Adams	Diann Smith
Progress Reports	Jacquie Walker	
Conference Handbook	Chair/Ann Kelt Jane Vogel	Maureen Reardon
Finance Committee	Chair/Bob Calhoun Jean Adams Martha Pamperin	Donna Coffee Maureen Reardon
Gifts and Tributes	Phyllis Deaton	
Historian	Marian Wickham	
JAC Representative	Lynne Laird	
Katie Sibert Committee	Chair/Fred Sinclair Jim Fisher Lynne Laird Maureen Reardon	Billie Anna Zieke Ann Kelt Bob Elford
Krebs	Chair/Norma Schechter Billie Anna Zieke Leah Morris	Aikin Connor Anne Yale
Membership	Jane Vogel	
Nominating Committee	Chair/Jean Adams Frank Ryan	Rose Kelber
Site Finding	Fred Sinclair	
Summer Camp Advisory	Maureen Reardon Jane Corcoran	Sharon Sachs
TCT Editor	Sue Reilly	
Transcriber's Directory	Chair/Donna Coffee	Elizabeth Schriefer

Executive Board 1987-88

<i>President:</i>	C. Robert Calhoun	3401 Clairemont Drive Rm 22, San Diego 92117
<i>Vice-President:</i>	Ann Kelt	514 Freya Way, Pleasant Hill 94523
<i>Secretary:</i>	Maureen Reardon	3601 Curtiss St., San Mateo 94403
<i>Treasurer:</i>	Donna Coffee	2926 Cornell, Visalia 93277
<i>Members-at-Large</i>	Jean Adams	152 Hamilton Ct., Los Altos 94022
	Sue Reilly	3401 Clairemont Drive Rm 1, San Diego 92117

Board of Directors

Phyllis Deaton	1459 Magnolia, Petaluma 94952
Lavon Johnson	4719 Crestwood Way, Sacramento 95822
Rose Kelber	538 W. El Morado Ct., Ontario 91762
Lynne Laird	2909 Forest Ave., Berkeley 94705
Joan S. Levy	339 Loma Media Rd., Santa Barbara 93103
Carol Morrison	4441 Woodman Ave. #310, Sherman Oaks 91423
Martha Pamperin	922 Chestnut Lane, Davis 95616
Frank Ryan	415 S. Oakland #8, Pasadena 91101
Norma L. Schecter	8432 Northport Dr., Huntington Beach 92646
Marian Wickham	1027 Gilman Dr, Colma 94015
Aikin Connor (ex officio)	721 Capitol Mall, Sacramento 95814
Fred L. Sinclair (emeritus)	4271 Euclid Ave., Sacramento 95822
Jane Corcoran (past pres.)	400 Old La Honda Rd., Woodside 94062

CTEVH Specialists

* BRAILLE *

<i>Computer Assisted:</i>	SUE REILLY	619-274-5313 x245
<i>(South)</i>	3401 Clairemont Drive, San Diego 92117	
	DIANN & KEN SMITH	415-968-7595
<i>(North)</i>	1900 Orange Tree Lane, Mountain View 94040	
<i>Computer Notation &</i>	ELINOR SAVAGE	619-328-8003
<i>Music Consultant:</i>	350 Andorra Way, Cathedral City 92234	
<i>Literary:</i>	NORMA L. SCHECTER	714-536-9666
	8432 Northport Dr., Huntington Beach 92646	
	ELIZABETH SCHRIEFER	916-486-9242
	751 El Encino Ave., Sacramento 95864	
<i>Mathematics:</i>	JOYCE VAN TUYL	206-282-8358
	3520 28th Ave., West, #402, Seattle, WA 98199	
<i>Tactile Illustration:</i>	JANE CORCORAN	415-851-2122
	400 Old La Honda Rd., Woodside 94062	
<i>Textbook Format:</i>	BILLIE ANNA ZIEKE	714-776-6754
	2115 W. Judith Lane, Anaheim 92804	

* COMPUTER TECHNOLOGY *

FRANCIS DANIELS	213-663-1111
741 N. Vermont, Los Angeles 90029	

* LARGE TYPE & ENLARGED DRAWING *

	MARIAN WICKHAM	415-588-1073
	1027 Gilman Dr, Colma 94015	
<i>Computer Assisted:</i>	SUE REILLY	619-274-5313 x245

* RECORDING *

LESLIE BURKHARDT	213-663-1111
741 N. Vermont, Los Angeles 90029	

<i>Awards Chairperson:</i>	JOAN LEVY
<i>Membership Chairperson:</i>	JANE VOGEL
<i>Historian:</i>	MARIAN WICKHAM

The California Transcriber
California Transcribers and Educators
of the Visually Handicapped, Inc.

Editorial Office:
Whittier Center Room 1
3401 Clairemont Drive
San Diego, CA 92117

Non-Profit
Organization
U.S. Postage
PAID
San Diego, CA
Permit # 1103

Library

~~MS. MARY L. ELLIOTT PAPERSON~~
15 W 16TH ST
NEW YORK NY 10011

Moving? Please let us know!

3/15/2013

T

2865115 17

00



HF GROUP - IN

